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BULLETIN

Memphis State
College

MEMPHIS



REGISTER 1941-42

ANNOUNCEMENT 1942-43

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Memphis State College

MEMPHIS

A State School



Member of the American Association of Teachers Colleges

Member of the Southern Association of Colleges and of
Secondary Schools

Member of Teachers College Extension Association

The Thirty-First Session Will Open

MONDAY, SEPTEMBER 14, 1942

COLLEGE CALENDAR, 1942-43

Fall Quarter, 1942-43

September 2, 1942—Training School Opens.

September 14, 9:00 A.M.—Freshman Conference. 11:00 A.M. Registration of Freshmen.

September 15—Registration of Freshmen and Sophomores.

September 16—Registration of Juniors and Seniors.

September 17—Classes Meet as Scheduled.

December 16—Fall Quarter Ends.

December 17 to January 1—Christmas Holidays.

Winter Quarter, 1942-43

January 2—Winter Quarter Begins—Registration.

January 4—Classes Meet as Scheduled.

March 20—Winter Quarter Ends.

Spring Quarter, 1942-43

March 22—Spring Quarter Begins—Registration.

March 23—Classes Meet as Scheduled.

April 29—Registration, Second Term, Spring Quarter.

June 4—Spring Quarter Ends—Commencement.

Summer Quarter, 1943

June 7—Summer Quarter Begins, Registration.

June 8—Classes Meet as Scheduled.

June 15, 16—Superintendents' Conference.

July 16—Registration—Second Term, Summer Quarter.

August 23—Summer Quarter Ends.

STATE BOARD OF EDUCATION

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COUNTY SUPERINTENDENTS

<i>County</i>	<i>Name</i>	<i>P. O. Address</i>
Benton.....	W. C. JOHNSON.....	Camden
Carroll.....	R. C. AUSTIN.....	Huntingdon
Chester.....	R. E. HENSON.....	Henderson
Crockett.....	T. H. STRANGE.....	Alamo
Decatur.....	C. A. PALMER.....	Decaturville
Dyer.....	HOLICE B. POWELL.....	Dyersburg
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Gibson.....	C. H. COLE.....	Trenton
Hardeman.....	QUINNIE ARMOUR.....	Bolivar
Hardin.....	DEWEY WHITE.....	Savannah
Haywood.....	MARY WHITELAW.....	Brownsville
Henderson.....	IRA POWERS.....	Lexington
Henry.....	L. B. BROWNING.....	Paris
Lake.....	JACK BREWER.....	Tiptonville
Lauderdale.....	S. E. PIERCE.....	Ripley
McNairy.....	B. T. KISER.....	Selmer
Madison.....	KIT PARKER.....	Jackson
Obion.....	MILTON HAMILTON.....	Union City
Shelby.....	SUE M. POWERS.....	Memphis
Tipton.....	EUGENE YOUNGER.....	Covington
Weakley.....	WAYNE FISHER.....	Dresden

CITY AND COUNTY HIGH SCHOOLS
SUPERINTENDENTS AND PRINCIPALS
WEST TENNESSEE

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Adamsville.....	Adamsville.....	Charlie Hughes
Alamo.....	Alamo.....	J. T. Miles
Beech Bluff.....	Beech Bluff.....	K. L. Helm
Bells.....	Bells.....	B. J. Crider
Bethel Springs.....	Bethel Springs.....	C. L. Hendrix
Big Sandy.....	Big Sandy.....	Raymond Kenney
Blackwell, Nicholas.....	Bartlett.....	H. I. Roland
Bolton.....	Brunswick.....	Louise B. Barrett
Bradford.....	Bradford.....	B. L. Drinkard
Brazil.....	Trenton.....	J. S. Murphy
Brighton.....	Brighton.....	J. H. Bennett
Browns.....	Jackson, R. 6.....	C. S. Smith
Buchanan.....	Buchanan.....	Jewell A. Phelps
Byars Hall.....	Covington.....	R. K. Castellow
Central.....	Bolivar.....	J. B. Smith
Central.....	Bruceton.....	Charles Cooper
Central.....	Camden.....	E. J. Clement
Central.....	Memphis.....	C. P. Jester
Central.....	Savannah.....	O. D. Teague
Chester County.....	Henderson.....	T. H. Williams
Chestnut Glade.....	Martin.....	T. W. Bruce
Clarksburg.....	Yuma.....	E. C. Hankensen
Collierville.....	Collierville.....	C. H. Harrell
Cottage Grove.....	Cottage Grove.....	Walter N. Wilson
Covington.....	Covington.....	Supt. J. R. Miles
Decaturville.....	Decaturville.....	John L. Sweatt
Dixie.....	Union City, R. 2.....	C. D. Parr
Dresden.....	Dresden.....	M. P. Laster
Dyersburg.....	Dyersburg.....	C. M. Walker
Dyer.....	Dyer.....	M. D. Barron
Elbridge-Cloverdale.....	Elbridge.....	A. E. Caldwell
Fairview.....	Humboldt, R. 6.....	C. A. Fesmire
Fayette County.....	Somerville.....	H. G. McCorkle
Friendship.....	Friendship.....	J. F. Bailey
Gadsden.....	Gadsden.....	L. D. Jamerson
Gibson.....	Gibson.....	Cain Taylor
Gleason.....	Gleason.....	James H. Logan

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Grand Junction.....	Grand Junction.....	J. S. Smith
Greenfield.....	Greenfield.....	L. S. Miles
Grove High.....	Paris.....	J. A. Barksdale
Halls.....	Halls.....	R. L. Conley
Hamlett-Robertson.....	Crockett Mills.....	F. N. Colvett
Haywood County.....	Brownsville.....	Lloyd Wilson
Henry.....	Henry.....	W. W. Chum
Holladay.....	Holladay.....	Will Holladay
Hornbeak.....	Hornbeak.....	L. C. Bowers
Humboldt.....	Humboldt.....	C. E. Brock
Humes.....	Memphis.....	D. M. Hilliard
Huntersville.....	Jackson, R. 2.....	R. E. Bright
Huntingdon.....	Huntingdon.....	C. H. Pudor
Jackson High School.....	Jackson.....	D. E. Ray
Jackson.....	Jackson.....	Supt. C. B. Ijams
Kenton.....	Kenton.....	Gordon F. Moffatt
Lexington.....	Lexington.....	W. L. Bobbitt
McKenzie.....	McKenzie.....	Frank Kelly
McLemoresville.....	McLemoresville.....	E. H. Harrell
Malesus.....	Malesus.....	A. C. Webb
Martin.....	Martin.....	R. N. Baker
Mason Hall.....	Kenton, R. 4.....	J. W. Roberts
Maury City.....	Maury City.....	R. E. Black
Medina.....	Medina.....	Joe Norvell
Memphis.....	Memphis.....	Supt. E. C. Ball
Mercer.....	Mercer.....	Vernon Tomerlin
Messick.....	Memphis.....	T. H. Grinter
Michie.....	Michie.....	Carlie Hughes
Middleton.....	Middleton.....	F. E. Sims
Milan.....	Milan.....	W. L. Pittman
Millington.....	Millington.....	William L. Osteen
Morris Chapel.....	Morris Chapel.....	H. F. Snodgrass
Munford.....	Munford.....	C. T. Willis
Newbern.....	Newbern.....	C. R. Mullins
Obion.....	Obion.....	John Richardson
Palmersville.....	Palmersville.....	Norman Campbell
Paris.....	Paris.....	Supt. W. O. Inman
Parsons.....	Parsons.....	G. T. Stewart
Peabody.....	Trenton.....	A. F. Bridges
Pinson.....	Pinson.....	H. C. Cox
Pope.....	Jackson, R. 7.....	W. C. Patterson
Puryear.....	Puryear.....	W. V. James
Ramer.....	Ramer.....	L. G. Vaughan

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Ridgely.....	Ridgely.....	W. C. Roberts
Ripley.....	Ripley.....	T. O. Griffis
Rives.....	Rives.....	W. L. Algea
Rutherford.....	Rutherford.....	W. C. White
Saltillo.....	Saltillo.....	N. B. Carman
Sardis.....	Sardis.....	A. J. Steele
Scott's Hill.....	Scott's Hill.....	J. O. Conwell
Selmer.....	Selmer.....	W. G. Robinson
Sharon.....	Sharon.....	J. R. Fisher
Shiloh.....	Pittsburg Landing.....	David Satterfield
South Fulton.....	Fulton, Ky.....	W. H. Cravens
South Side.....	Memphis.....	H. H. Gnuse
Spring Creek.....	Spring Creek.....	J. W. Boulton
Spring Hill.....	Trenton.....	Joe Norvell
Springville.....	Henry.....	Odies Ferrell
Technical High.....	Memphis.....	J. L. Highsaw
Tiptonville.....	Tiptonville.....	J. D. Redding
Trezevant.....	Trezevant.....	Carl J. Chaney
Trimble.....	Trimble.....	Wilton Roberts
Troy.....	Troy.....	W. B. Forrester
Union City High School.....	Union City.....	C. W. Thomason
Union City.....	Union City.....	Supt. T. D. Osment
Whitehaven.....	Whitehaven.....	F. S. Elliott
Whiteville.....	Whiteville.....	Brady Taylor
Williams, Mabel C.....	Germantown.....	Ralph B. Hunt
Woodland.....	Woodland Mills.....	R. R. Thompson
Yorkville.....	Yorkville.....	R. J. Taylor
Young, J. B.....	Bemis.....	Alton Copeland

OFFICERS OF ADMINISTRATION AND ASSISTANTS

RICHARD C. JONES, B.S., M.A.....	President
JOHN N. OLDHAM, B.S., M.A.....	Dean-Registrar
NELLIE A. SMITH, B.S., A.M., Ph.D.....	Dean of Women
R. M. ROBISON, A.B., M.A.....	Bursar
MARSHALL STEWART, A.B., B.S. in L.S.....	Librarian
UNDINE LEVY, A.B., Certif. L.S.....	Assistant Librarian
FRANCES BRYANT, B.A.....	Secretary to President
HELEN PARKER.....	Secretary to Dean
BITAE MARSHALL.....	Dietitian
C. M. STREET, B.S.....	Host, Men's Dormitory
RAY HERZOG.....	Engineer
LIZZIE NORMENT.....	Supt. of Laundry

FACULTY COMMITTEES

1. ATHLETICS—Mr. Johnson, Mr. Oldham, Mr. Frizell.
2. ENTRANCE, CREDITS, AND CURRICULUM—Mr. Oldham, Miss Smith, Mr. Locke.
3. LIBRARY—Mr. Stewart, Mr. Steere, Mr. Moore, Mr. Brewington, Mr. Brown.
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8. SOCIAL LIFE—Miss Smith, Miss Mayes, Mrs. Hauser.
9. STUDENT ACTIVITIES—Mr. Johnson, Mr. Oldham, Mr. Robison, Mr. Kennedy, Miss Heiskell.

COLLEGE FACULTY**1942-1943****RICHARD C. JONES**.....*President*

B.S. (1929), University of Tennessee; M.A. (1932), Peabody College for Teachers; teacher of history, Whitehaven High School, 1930-4; elementary supervisor Shelby County Schools, 1934; dean, Memphis State College, 1937-1939; present position 1939-.

L. C. AUSTIN.....*Music*

B.S. (1924), M.A. (1925), George Peabody College for Teachers; instructor in music, Valparaiso University, seven years; instructor Vanderbilt University band and Peabody College orchestra, one year; present position, 1914-25, 1926-.

ETHEL G. BLACKMAN.....*Physical Education*

B.S. (1929), M.A. (1931), George Peabody College for Teachers; instructor in physical education, high schools, five years; present position, 1929-.

ARTHUR W. BREWINGTON.....*English*

A.B., Asbury College (1928); M.A., Cornell University (1930); Ph.D., Peabody College (1941); high school teacher three years; instructor in English, Rider College, 1931-32; head of English Department, Tennessee Wesleyan College, 1932-35; instructor in English, Peabody College, 1935-38; present position, 1938-.

CHARLES S. BROWN.....*Social Science*

A.B. (1931), Union University; M.A. (1940), George Peabody College for Teachers; instructor in history, Germantown High School, 1920-24; principal of Capleville High School, 1924-31; instructor in history, summer school Union University, 1933; present position, 1940-.

ALICE M. CHAPPELL.....*Home Economics*

B.S. (1921), University of Wisconsin; M.A. (1927), Teachers College, Columbia University; graduate student, University of Chicago; teacher public schools, eleven years; present position 1927-.

MYRTLE COBB.....*Elementary Supervisor*

A.B. (1929), Pennsylvania College for Women; M.A. (1932), University of Pittsburgh; graduate study, University of Chicago, 1931, 1936 and Northwestern University, 1940; instructor at State Teachers College, Slippery Rock, Pennsylvania, 1935-36; instructor at University of Pittsburgh, summers 1932-34; instructor at Mount Mercy College, 1935-36; instructor at Northwestern University, 1939-40; present position, 1940-.

COLLEGE FACULTY—Continued

ZACH CURLIN.....Physical Education

B.A. (1914), Vanderbilt University, LL.B. (1919), University of Memphis; director of physical education, high schools, eight years; director of physical education, Hendrix College, 1923-4; present position, 1924-.

LEO DAVIS.....Health

B.S., Bethel College; graduate student, University of Tennessee; M.S. (1941), George Peabody College for Teachers; present position, 1939-.

WILLIAM G. DEEN.....Education

B.S. (1916), M.A. (1918), George Peabody College for Teachers; graduate student, University of Chicago; teacher and principal rural schools, ten years; instructor in history, Memphis High School, two years; principal A. B. Hill School, Memphis, 1910-18; present position, 1920-.

CHESTER P. FREEMAN.....Biology

B.S. (1921), Mississippi A. & M. College; M.A. (1923), Peabody College; M.S. (1927), University of Chicago; Ph.D. (1932), Peabody College; instructor in botany, Oklahoma A. & M. College, 1929-31; instructor in biology and agriculture, Ball State Teachers College, 1932-3; present position, 1934-.

HENRY M. FRIZELL.....Commerce

A.B., Millsaps College; graduate in business administration and in higher accountancy, Eastman School of Business; graduate student, University of Chicago, three summers; M.B.A. (1941), Northwestern University; present position, 1929-.

ELIZABETH ROGERS GREENBLATT.....Music

B.S. (1932), State Teachers College, Johnson City, Tennessee; M.A. (1936), George Peabody College for Teachers; instructor, Tennessee Wesleyan College, 1932-34; instructor, Knoxville Public Schools, 1934-39; present position, 1939-.

LUCY B. HAUSER.....English

B.S. (1931), Memphis State College; B.A. (1931), Mississippi State College for Women; M.A. (1932), George Peabody College for Teachers; teacher of English and Latin in high schools, five years; instructor in Latin, Mississippi State College for Women, two years; present position, 1938-.

GROVER H. HAYDEN.....Chemistry

A.B. (1908), Peabody College, University of Nashville; graduate student, University of Chicago, summers 1912, 1913; A.M. (1928), Columbia University; assistant in chemistry, University of Nashville, University of Tennessee Medical College, 1908-11; instructor in chemistry, Jackson, Tennessee, High School, 1913-17; present position, 1918-.

COLLEGE FACULTY—Continued

- VELMA BROOKS HEATHERLY**.....*Modern Languages*
 B.S. (1928), M.A. (1932), Peabody College; graduate study, Columbia University and The Sorbonne; supervising teacher, training school, 1932-4; present position, 1934-.
- MARY HEISKELL**.....*Modern Languages*
 A.B. (1917), University of Wisconsin; M.A. (1931), University of Chicago; graduate student, University of Southern California; Y. W. C. A. Secretary, Argentina, S. A., 1920-25; instructor, Spanish, North Central College, Naperville, Illinois, 1931-32; present position, 1932-.
- BESS L. HENDERSON**.....*Home Economics*
 B.S. (1921), George Peabody College for Teachers; M.A. (1927), Teachers College, Columbia University; teacher in high schools, six years; instructor in home economics, Louisiana State Normal College, 1923-6; present position, 1927-.
- OWEN R. HUGHES**.....*Education*
 B.A. (1912), University of Tennessee; M. A. (1920), Peabody College; graduate student, Peabody College; principal high schools, Dyersburg and Mt. Pleasant, eight years; present position, 1921-.
- CHARLES D. JAMERSON**.....*Social Science*
 B.A. (1922), University of Arkansas; 15 years teaching in Memphis City School System; present position 1942-.
- *R. W. JOHNSON**.....*Geography*
 B.S. (1924), A.M. (1925), George Peabody College for Teachers; Ph.D. (1936), University of Chicago; teacher in elementary and high schools, five years; present position, 1925-.
- VIRGINIA LEE JOHNSON**.....*Commerce*
 B.S. (1930), Memphis State College; Diploma (1931), Nelson's Business College, Memphis; Graduate Student (1936-1937) two summers, Duke University; teacher in high school 4 years; vocational school, 4 years; present position, 1940-.
- R. E. KENNEDY**.....*Industrial Arts*
 B.S. (1928), Memphis State College; M.A. (1935), University of Tennessee; teacher, Memphis City Schools, 1925-37; present position, 1937-.
- UNDINE LEVY**.....*Assistant Librarian*
 A.B. (1912), Mississippi State College for Women; Certificate Library Science (1912), M. S. C. W.; graduate study, University of Illinois (1918); present position, 1929-.
- J. F. LOCKE**.....*Mathematics*
 B.S. (1927), Memphis State College; M.A. (1929), Vanderbilt University; Ph.D. (1933), University of Illinois; present position, 1932-.

*On military leave of absence.

COLLEGE FACULTY—Continued

MARIE McCORMACK.....*Art and Penmanship*
Teacher elementary schools, one and one-half years; present position, 1915-.

*WALTER L. McGOLDRICK.....*English*
B.A. (1939), University of the South, Sewanee; M.A. (1941), George Peabody College for Teachers; present position 1941-.

T. T. McLEAN.....*Social Science*
B.A., Union University; M.A. (1941) Peabody; present position 1941-.

ALMA MAYES.....*English*
A.B. (1910), Trinity University; M.A. (1925), George Peabody College for Teachers; graduate student, University of Chicago, one year; teacher elementary and high schools, twelve years; present position, 1925-.

ENOCH L. MITCHELL.....*High School Visitor*
B.S. (1929), Memphis State College; M.A. (1938), George Peabody College for Teachers; graduate student, Peabody College, 1939, 1940; teacher, principal, and superintendent, twelve years; present position, 1939-.

EDWARD M. MOLINSKI.....*Social Science*
B.S. (1940), M.S. (1941), University of Tennessee; instructor in social science, Stairtechnical School, Knoxville, 1940-41; present position, 1941-.

CLARENCE E. MOORE.....*Biology*
A.B. (1922), University of Montana; Ph.D. (1928), Columbia University; principal elementary and high schools, fifteen years; assistant in botany in universities, three years; present position, 1928-.

M. FOSTER MOOSE.....*Physics and Chemistry*
B.S. (1927), Memphis State College; A.M. (1931), Ph.D. (1935), Columbia University; science teacher in high schools three years; assistant in chemistry, Columbia University, 1930-35; instructor in chemistry and physics, Little Rock Junior College, 1935-41; present position 1941-.

LAMAR NEWPORT.....*Chemistry-Aviation*
B.A. (1932), Bethel College; M.S. (1940), University of Tennessee; Principal of High School, Martin, Tennessee, 1932-34; Head of Science Department and Head Coach, Chester County High School, 1935-40; Superintendent of Schools, Alamo, Tennessee, 1941; present position 1941-.

*JOHN N. OLDHAM.....*Dean*
B.S. (1930), Memphis State College; M.A. (1931), Vanderbilt; graduate student instructor, University of Illinois, 1931-32; graduate student, University of Illinois, 1937, University of Texas, 1938; instructor in English, 1932-40; present position, 1940-.

*On military leave of absence.

COLLEGE FACULTY—Continued

- J. H. PARKS**.....*History and Political Science*
 B.S. (1927), State Teachers College, Murfreesboro; M.A. (1930), University of Alabama; Ph.D. (1937), Ohio State University; graduate student, University of California and University of Michigan, 1932-33; high school teacher and principal, nine years; instructor, University of Tennessee Extension Division, 1934-8; present position, 1938-.
- NELLIE ANGEL SMITH**.....*Dean of Women, Latin*
 B.S. (1920), M.A. (1920), Ph.D. (1924), George Peabody College for Teachers; teacher high schools, twelve years; professor of Latin, State Normal School, Florence, Alabama, 1920-27; present position, 1927-.
- L. E. SNYDER**.....*Chemistry, Geography*
 B.S. (1931), M.A. (1932), George Peabody College for Teachers; instructor in high schools, ten years; present position, 1933-.
- H. J. STEERE**.....*Education*
 Ph.D. (1907), University of Rochester; M.A. (1923), Teachers College, Columbia University; Ph.D. (1927), Cornell University; teacher, high schools, eight years; city superintendent, seven years; present position, 1927-.
- *DAVID MARSHALL STEWART**.....*Librarian*
 A.B. (1938), Bethel College; B. S. in Library Science (1939) George Peabody College for Teachers; Tennessee State Director, WPA Library Program, 1940-42; present position 1942-.
- C. W. STOUT**.....*Mathematics*
 B.S. (1926), Memphis State College; M.A. (1931), Mercer University; Superintendent of Schools, McRae, Ga., 1926-1936; present position, 1936-.
- CALVIN M. STREET**.....*Industrial Arts*
 B.S. (1939), Memphis State College; graduate student University of Tennessee; teacher Hardeman County Schools three years; present position, 1939-.
- *ALVIN B. TRIPP**.....*College Physician*
 B.S. (1930), M.D. (1932), University of Tennessee. Present position, 1938-.

*On military leave of absence.

TRAINING SCHOOL FACULTY

1942-1943

- FLORA H. RAWLS**.....*Acting Principal*
B.A. (1925), M.A. (1930), Vanderbilt University; high school teacher, English and Latin, eight years; present position, 1930-.
- R. P. CLARK**.....*Supervising Teacher, Mathematics*
B.S. (1928), Memphis State College; M.A. (1933), Peabody College; principal junior high school four years; teacher Grove High School, Paris, Tenn., six years; present position, 1934-.
- OPAL COLEMAN**.....*Supervising Teacher, Third Grade*
B.S. (1925), Texas State College for Women; M.A. (1932), Peabody College; present position, 1931-.
- MATTIE LOU CONNELL**.....*Supervising Teacher, Fourth Grade*
B.S. (1927), M.A. (1930), Peabody College; elementary teacher six years; present position, 1930-.
- MARY DUNN**.....*Supervising Teacher, Second Grade*
B.S. (1928), M.A. (1932), Peabody College; present position, 1924-.
- BESS FOUNTAIN**.....*Supervising Teacher, Third and Fourth Grades*
B.S. (1927), Mississippi State Teachers College; M.A. (1932), Peabody College; present position, 1937-.
- J. E. GRISHAM**.....*Supervising Teacher, Industrial Arts*
B.S. (1932), Memphis State College; M.A. (1940), Peabody College; teacher Memphis City Schools, eight years; present position, 1937-.
- EMMA LEA**.....*Supervising Teacher, Social Science*
B.S. (1932), Memphis State College; M.A. (1934), Peabody College; present position, 1934-.
- IRENE MOORE**.....*Supervising Teacher, Fifth and Sixth Grades*
B.S. (1929), Memphis State College; M.A. (1940), University of Texas; instructor in English in high schools, 1919-27; present position, 1929-.
- ANNIE LAURIE PEELER**.....*Supervising Teacher, Sixth Grade*
B.S. (1929), Peabody College; M.A. (1930), Peabody College; supervisor of elementary schools, three years; present position, 1930-.
- LOTTYE SUITER**.....*Supervising Teacher, First Grade*
B.S. (1928), M.A. (1933), Peabody College; critic teacher, State Teachers Colleges, Cullowee, North Carolina, and Murray, Kentucky; present position, 1933-.
- MARY ROSS TURNER**.....*Supervising Teacher, English and Social Studies*
A.B. (1923), University of Alabama; present position, 1937-.
- LUCILLE WILLIAMS**.....*Supervising Teacher, First and Second Grades*
B.S. (1928), University of Alabama; M.A. (1935), University of Iowa; present position, 1937-.

GENERAL INFORMATION

HISTORICAL STATEMENT

The State Normal Schools of Tennessee were established by an Act of the General Assembly of 1909. That Act is popularly known as the General Education Bill, and included appropriations for all public school agencies of the State. It provided that thirteen per cent of the State School Fund—which was thirty-three and one-third per cent of the gross revenues of the State—should be used for the establishment and maintenance of Normal Schools.

The law vested the location and control of the Normal Schools in the State Board of Education. Acting under this authority, the State Board of Education received propositions from various cities and counties in the State for the location of the Normal Schools, and finally decided upon the location of three schools for the training of white teachers, as follows: West Tennessee State Normal School at Memphis, Shelby County; Middle Tennessee State Normal School at Murfreesboro, Rutherford County; and East Tennessee State Normal School at Johnson City, Washington County; those cities and counties having made most generous appropriations in consideration of the location of the schools, Memphis and Shelby County issued bonds for the West Tennessee State Normal School to the amount of \$350,000, and donated a site of approximately fifty acres, to which was added thirty acres, the whole forming a most beautiful campus now within the corporate limits of Memphis.

The School appropriations and the accumulation from the State fund for three years were invested in a magnificent main building and dormitory, and the institution was formally opened on September 15, 1912. The West Tennessee School, like the other State institutions, which was opened the year previous, had a most gratifying attendance from the very start; and the succeeding years have been even more successful.

In 1921 the General Assembly voted \$150,000 in bonds for building purposes for each of the three Normal Schools. The proceeds of the issue for the West Tennessee State Normal School were used by the State Board of Education in erecting a splendid men's dormitory, a commodious dining hall and a power plant. Later Shelby County made an appropriation of \$50,000 to the School, which, with \$30,000 of local funds, was expended in the erection of a Training School on the campus.

The General Education Law passed in 1925 authorized the maintenance of Teachers Colleges in the three grand divisions of the State, and in accordance therewith the State Board of Education converted the Normal Schools into Teachers Colleges, requiring high school graduation for entrance and offering a four-year course of college work, leading to the degree of Bachelor of Science.

In 1927 the Legislature appropriated \$200,000 for building purposes at the West Tennessee State Teachers College. This appropriation, together with \$50,000 of local funds, was used in the erection of a library building, a gymnasium, and an addition to the girls dormitory.

In 1929 an additional State appropriation of \$225,000 was made for building purposes, which was expended in erecting a Science Hall, in which are located the Departments of Chemistry and Physics, Biology, and Home Economics, leaving room in the main building for the enlargement of other departments.

The name of the College was changed by the Legislature from "State Teachers College" to "Memphis State College" February 15, 1941.

PURPOSE OF THE COLLEGE

The General Education Law of 1909, which created State Normal Schools, declared their purpose to be "the education and professional training of teachers for the elementary schools of the State." The Act of 1925 provided for Teachers Colleges and declared that the function of such colleges should be to prepare teachers for the public schools of the State. In accordance with these laws Memphis State College is preparing elementary and high school teachers, instructors and supervisors in special subjects, and principals and superintendents of county and city schools.

In preparation for teaching three general principles are recognized as essential: (1) thorough scholarship; (2) the study of education as a science; (3) observation and teaching under expert supervision. These principles are fundamental, and guide in all that relates to the work of the College.

As the primary purpose of the College is to prepare teachers to meet fully the demands for the more efficient and practical instruction in the public schools, the institution has equipped excellent laboratories for the study of chemistry, physics, biology and kindred subjects. It has also provided adequate equipment for the teaching of home economics and all that pertains to efficient homemaking.

In order to fulfill its function, the College offers all the subjects included in a general liberal arts curriculum, and in addition many other subjects which are demanded by the public school system of the state. It offers many courses that are required for entering professional schools of medicine, law, engineering, and other professions. These courses are given as a part of the regular program of the College and do not involve any additional expense to the State. Many students expecting to enter these professions have the opportunity to take their pre-professional college work at Memphis State College. This work is fully recognized by the professional schools of the country.

THE COLLEGE PLANT

Location.—Memphis State College is located on a campus of eighty acres in the eastern part of the City of Memphis, on the Southern Railway, in the subdivision known as Normal. Ten buildings have been erected on the campus .

Administration Building.—The main academic building is an imposing structure, three hundred and thirty-eight feet long and about two hundred feet wide. It contains the administration and business offices, a spacious auditorium and forty large, airy, well-lighted rooms for class instruction.

Manning Hall.—The science building, erected in 1930, has been named Manning Hall in honor of Priestly Hartwell Manning, who was the first teacher of science in Memphis State College, being a member of the first faculty, which began work in the State Normal School in 1912.

The department of chemistry occupies the entire first floor. On this floor is a large lecture room, which is used by all departments in the building. The physics and biology departments are located on the second floor, and the home economics on the third. In connection with the home economics department is a modern apartment, containing living room, dining room, bedroom, kitchen, closets and storerooms.

Mynders Hall.—The women's dormitory is a fireproof building, containing one hundred and five rooms. Wide verandas, hallways, parlors and reception rooms give the surroundings a home-like appearance. In each room are a lavatory with running water, electric lights, steam heat, two spacious closets, shades, table, dressers, chairs, two single beds, mattresses and springs. The building is equipped with thirty-six baths with tile floors and marble wainscoting. The building contains, in addition to the living rooms, special quarters for the matron and housekeeper. A number of rooms on the third floor are reserved for use as an infirmary.

Training School.—The Training School Building is largely a gift from Shelby County to Memphis State College.

Cafeteria.—This structure is capable of seating eight hundred guests. The large and well-lighted kitchen is provided with all modern conveniences, including up-to-date ranges, ovens and cold storage.

The Power Plant.—The power plant contains a battery of boilers for heating, and all the buildings on the grounds are heated from this plant.

John Willard Brister Library.—A magnificent library was erected during the year 1927-28. The State Board of Education at its meeting in November, 1938, named the Library the John Willard Brister Library. It was dedicated with fitting ceremonies June 3, 1939.

The library contains about 27,000 volumes. These books have been selected to meet the peculiar needs of the institution, and all of them are usable. The leading magazines and periodicals are on file for the use of students. The College has a reasonable appropriation for library purposes and new books and periodicals are being added each year.

Gymnasium.—A new gymnasium was also erected in 1928. It has a basketball court for games, 50 x 95, and two other courts, 50 x 70, available for practice. It is supplied with the necessary apparatus and is adequately equipped for best work in physical exercise and education.

Laundry.—Memphis State College owns and operates a modern, sanitary laundry. Students occupying rooms on the campus are required to have their laundry work done here, and therefore pay the laundry fee. This rule has been made for sanitary reasons and is rigidly enforced. No exceptions whatever will be made, and all students who board on the campus will be required to pay the laundry fee.

INFORMATION FOR STUDENTS

When To Enter.—The college year covers four quarters of twelve weeks each and students may enter at the beginning of any quarter.

The Spring and Summer Quarters carry courses for a six weeks term as well as for the full quarter and credit is allowed accordingly.

Reservations.—It is very important that those who expect to attend the College should write to the President and have room reserved as soon as they definitely determine to attend. Arrangements will be made for all who come, but rooms will be reserved in the order in which applications are received. A deposit fee of \$3.00 is required for reservation, which will be credited on the expense for the term. Reservation fee will be refunded if notice of cancellation is received four days before the opening of the quarter for which reservation is made; it will not be refunded on later notice.

What Students Furnish.—Students expecting to live in the dormitories should bring the following articles: towels, bed linen, blankets, and a pillow. Students in the dormitories will be required to keep their own rooms in order.

Dormitories.—The College maintains two dormitories—Mynders Hall for ladies, and the Men's Dormitory. Students boarding away from home are expected to live in the dormitories. This regulation is made because the College authorities believe that students cannot otherwise enjoy all the advantages of college attendance. Young lady students away from home having immediate relatives of the family in Memphis or near the College may board with them. Other students will not be permitted to live outside of the dormitory except for satisfactory reason, upon the written request of the parent or guardian, and then only in homes approved by the College authorities.

All arrangements for board outside of the dormitory must be approved by the College, and except in homes of immediate relatives, must be made through the College.

Conduct.—It is assumed that applicants for admission to Memphis State College are ladies or gentlemen and every consideration will be shown them as such until, by their own act, they forfeit the confidence reposed in them. Rules of government, regulations in regard to general conduct are, of course, necessary. Whenever any number of people live together, each must forfeit some individual privilege for the general good. The rules and regulations are of such nature as to secure ready conformity thereto and also sympathy and co-operation on the part of students in making them effective.

Students are expected to give their College obligations first consideration, to be prompt and regular in attendance on all prescribed exercises—class, chapel, examination—and to observe properly the hours set apart for study by making diligent use of the same.

Hazing.—Any form of hazing is positively forbidden.

Tuition.—Students, who are residents of Tennessee, pay no tuition. Non-residents pay tuition of \$30.00 per quarter, or \$15.00 for a term of six weeks.

The term "residents," is construed to mean persons who have resided in Tennessee for at least a year previous to application for entrance, or whose parents or legal guardians are residing in Tennessee at the time of application for entrance; or, in the case of persons twenty-one years of age and over, those who definitely declare that they are residents of Tennessee and that they intend to continue in residence for an indefinite period.

Expenses.—There is no tuition charge to students who are residents of Tennessee. Non-residents pay \$30.00 for each of the quarters. All students pay a registration fee of \$15.00 and a Student Activity fee of \$4.00 each quarter. **Registration fee is not refunded.**

Day students, who are residents of Tennessee, pay the following fees:

Registration, each quarter.....	\$15.00
Student Activity, each quarter.....	4.00

The following fees are paid by Tennessee students who live on the campus:

Tuition, each quarter.....	FREE
Registration each quarter.....	\$15.00
Student Activity, each quarter.....	4.00
Room	12.00
Laundry	6.00
Board, cafeteria plan, about.....	42.00

Single rooms in the dormitory may be had for \$2.00 per week.

Laboratory Fees.—The following fees are charged students pursuing courses in the several departments to cover cost of materials used:

Art 100, 101, 102, 200, 201, 202, 300, 302, 50 cents each; 301, \$4.00.

Biology 100, 102, 202, 203, 320, 340, \$1.00 each; 103, 105, 106, 200, 201, 211, 230, 231, 300, 302, 350, 351, 352, 403, \$2.00 each.

Commerce, all courses in typewriting, \$1.00 each.

Chemistry, all courses (except 105 and 106), \$3.00 each.

Education 206, 303, 304 and 305, 50 cents each.

Geography 110, 111, 50 cents each.

Health 100, \$1.00.

Home Economics 100, 101, 102, 300, 301, 302, 305, 307, 410, 411, 50 cents each; 204, 205, 304, 306, \$2.50 each.

Industrial Arts, all courses \$1.00 each.

Music 180, 181, 182, 330, 331, 332, 75 cents to \$1.50 each; 220, 221, 222, 350, 351, 352, 75 cents each.

Physics, all courses \$2.00 each.

Physical Education 209, 210, 211, 25 cents; 109, 110, 111, 300, 302, 305, 50 cents.

Other Fees.—Registration should be completed on the first day of each quarter or term, except in the fall and summer quarters, when two days are allowed for registration. Registration is not complete until all fees for the quarter have been paid. For registration after the day or days announced in the catalogue for registration an extra fee of \$1.00 will be charged.

One copy of a student's record will be furnished free. For additional transcripts a fee of \$1.00 will be charged.

For change of course after the second day of the quarter a fee of \$1.00 will be charged.

Commencement, \$10.00, including diploma fee and use of cap and gown.

Deposits.—Students in chemistry and physics are required to make a deposit of \$2.50 and in Biology \$1.00 to cover loss by breakage, any unused balance of which will be refunded at the close of the quarter.

Key Deposit.—A key deposit of \$1.00 is required of each student living in the dormitories, 75c of which is refunded when key is returned.

REGULATIONS GOVERNING PAYMENT AND REFUND OF FEES

A registration fee of \$15.00 is charged all students whether the period of attendance is for six weeks or for twelve and no part of it will be refunded.

A student activity fee of \$4.00 is charged all students for each quarter.

The College holds students responsible for damage, breakage, or loss of college property. A breakage deposit of \$3.00 is collected at the time of registration from all students living in the dormitories. All, or any of the unused balance, will be refunded when the student leaves school.

Rooms are rented by the quarter and no reduction will be made for late registration or for an absence of less than two weeks.

Board is served on the cafeteria plan. All students living on the campus are required to purchase a minimum of four meal books during the quarter.

Students will be held responsible for any damages done by them to buildings, furniture, apparatus, or other property. In case responsibility or damage can not be fixed, the cost will be distributed among the students concerned.

Fees and expenses are payable quarterly in advance.

Registration fee is not refunded; laboratory and student activity fees will be refunded if a student is compelled to withdraw from school, or from a course within the first two weeks of a quarter, provided the application for such refund be made at the time of withdrawal. Commencement fee is not refunded.

No refunds will be made except as specified above.

No student shall enroll, graduate, or receive a transcript of his record until all accounts are settled. The term "transcript" includes application for the issuance or renewal of certificates; the term "accounts" includes library fees, books not returned, and other fees incurred.

ENTRANCE AND CREDITS

SCHOLASTIC YEAR

The scholastic year of Memphis State College covers a period of forty-eight weeks divided into four quarters of twelve weeks each.

GENERAL TERMS OF ADMISSION

Statutory Provisions.—Under the provisions of the law establishing Memphis State College, all white males or females resident in the State of Tennessee not under sixteen years of age are eligible for admission without tuition.

Health.—No applicant will be admitted who cannot furnish evidence of being physically sound, free from contagious or infectious diseases and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher. Students must furnish certificate of vaccination and good health from county health officer or other reputable physician.

Character.—Every applicant for admission must present a certificate of good moral character signed by a responsible person. The State is under obligation for the professional training of no person that is not qualified to exert a wholesome spiritual influence upon the lives of children.

ENTRANCE REQUIREMENTS

Freshmen are admitted by one of the following methods:

1. By certificate from an approved or accredited high school showing the completion of a four year course of not less than fifteen approved units.

2. By certificate and examination. Graduates from unaccredited schools doing four years of high school work may be admitted on certificate from their principal, provided they pass satisfactory examination on four units of high school work taken in their senior year.

Teachers and prospective teachers, twenty-one years of age and over, who have not completed four years of high school work, may be admitted as special students and allowed to take such courses as they are prepared for, provided that such special students must satisfy all entrance requirements to qualify for diploma or degree, and these entrance requirements must be satisfied during the first year of attendance.

ENTRANCE CREDITS

Beginning students should present high school record for entrance credits on or before date of registration. Students asking for advanced standing should have a transcript of their college record sent direct to the Dean. College credits will be withheld until entrance credits are satisfied. All transcripts become the property of the College and will not be returned.

ADVANCED STANDING

Advanced standing will be granted to students who have completed in approved institutions courses equivalent to those counted by Memphis State College for credit towards its degree. Students asking for

advanced standing may save themselves inconvenience or loss by presenting transcripts for evaluation before entrance.

Transfer students whose transcripts show credits with the lowest possible passing grade will be subject to the following policy: Credits earned with the lowest passing grade will not be accepted until the student has demonstrated his ability in the subject in question; or, if the student has a number of such grades, acceptance of his whole record will be postponed until his general ability has been demonstrated by one or two quarters with an average grade of "C" or better.

Students requesting advanced standing on the basis of work done at unaccredited institutions will be required to validate such work by examination. Application for advanced standing by examination must be made during the first quarter of attendance and requirements for such credit must be met during the first year of attendance. Credit by examination will be counted only towards graduation and will not be transferred in less amount.

GRADING SYSTEM

The quality of work of each student is determined by the instructors at the end of each quarter. The grades are indicated by letters interpreted as follows: A, excellent; B, good; C, average; D, inferior; F, failure; I, incomplete.

The grades A, B, C, D, and F, when entered upon a student's record can not be changed by the instructor. The grade "I" indicates that a student has not completed the work of the course, on account of illness or some other unavoidable cause. This grade may be changed by the instructor and credit allowed when the requirements of the course have been met, provided the work has been completed within the first two weeks of the next quarter the student is in residence.

CLASSIFICATION

Until a student has satisfied entrance requirements, he will be classified as a special student. Students having fewer than 45 quarter hours of credit and 45 quality credits will be classified as freshmen; students having 45-89 quarter hours of credit and 45-89 quality credits will be classified as sophomores; students having 90-134 quarter hours of credit and 90-134 quality credits will be classified as juniors; students having 135 or more quarter hours of credit and 135 or more quality credits will be classified as seniors.

CREDIT

A quarter hour requires one recitation period per week for one quarter of twelve weeks. It demands in addition to one hour of recitation at least two hours of preparation. In such subjects as cooking, sewing, writing, drawing, industrial arts and all laboratory courses,

two hours per week of classroom work and at least one hour of preparation are required for one quarter hour credit.

The minimum number of hours for a regular student is twelve; the maximum, seventeen, including physical education, except as follows: students making a point average of less than one may register for a maximum of fourteen hours; those making between one and two points may take seventeen; those making between two and two and one-half points may take eighteen; those making more than two and one-half points may take twenty. One point means an average grade of "C," two points, an average grade of "B," three points, and average grade of "A."

In no case will credit be allowed in any course for which the student is not fully registered and all courses for which the student is registered will be recorded as passed, failed or dropped.

Credit in modern languages towards a degree will not be allowed for less than one year's work.

Withdrawal from a course without permission will incur a mark of "F" on the course.

Absence from final examination without excuse will incur a mark of "F."

Absences will be counted from first scheduled meeting of the class. Absences may be excused only by the instructor.

Withdrawal from college should be reported to the Dean's office promptly.

Only those students who enter the first week of a quarter will be allowed to make full credit; late entrants will be allowed proportional credit.

Students are expected to maintain a reasonable standard of scholarship. Any one whose quality credits fall below half the number of quarter hours for which he is registered will be placed on probation for the next quarter enrolled. If the student fails to maintain this minimum standard during the probationary period, he will be requested not to present himself for registration again. Regular students registered for 12 hours or more will be expected to pass at least 9 hours, subject to the same probationary arrangement as that indicated above.

REQUIREMENTS FOR A DEGREE

The requirements for a degree are as follows:

1. The satisfactory completion of 198 quarter hours, at least thirty-six of which must be taken from courses listed in each of the four years of the college program of studies. Teachers in service who were

registered before 1930 will be allowed to graduate with 192 quarter hours, not counting 6 quarters of required physical exercise.

2. Physical education five days a week each quarter the student is registered.

3. Residence of not less than three quarters during the junior and senior years of the college course, provided that the last quarter shall be in residence.

4. Satisfactory completion of nine quarter hours in English Composition and nine in English and American Literature credited in the freshman and sophomore years; nine hours in American History and Government; twenty-seven hours in the department of education; one major subject with at least thirty-six quarter hours; one minor with at least twenty-seven quarter hours, and a second minor with at least eighteen quarter hours. A student may not count education as a major or minor.

5. The attainment of 198 quality credits as described below.

6. The candidate must complete in his major subject as many quality credits as earned credits.

Quality Credit.—For graduation a student shall attain in part of his work a degree of excellence higher than is indicated by the minimum passing grade.

For each quarter hour of work upon which a grade of "A" is given, three quality credits shall be allowed; for each "B" two quality credits for each quarter hour; and for each "C" one quality credit.

In evaluating college work accepted from other institutions using marks similar to those employed here ("A," "B," "C," "D," and "F," with "C" as the middle 50 per cent, and "F" as failure), the same values as to quality credits shall be assigned as provided above.

Note. Not more than one-fourth of the credit required for a degree shall be from the Department of Education.

Application for degree should be filed in the dean's office at the beginning of the senior year in order that a statement of the unfulfilled requirements may be given the student for his guidance. Diploma lists for June graduation will be closed by March 25; those for July and August, no later than five weeks before the end of the course. The dean can accept responsibility for including only those people who have made application on proper forms furnished in his office.

HONOR ROLL

The honor roll for each quarter is composed of students who have attained a degree of excellence higher than is indicated by the minimum passing grade.

For the selection of honor students, the faculty has adopted the following regulations:

1. Only those students who matriculate for at least 12 hours credit, complete all courses, make some honor points and are otherwise in good standing, are eligible for the honor roll.

2. From the list of eligibles the highest ten per cent are selected on the basis of honor points earned.

3. For a grade of B, 5 honor points for each credit hour are allowed; for a grade of A, 10 points.

CREDIT BY CORRESPONDENCE OR EXTENSION

When credit earned by correspondence or extension is presented by a student from an institution which is a member of the Teachers College Extension Association, the University Extension Association, or a regional accrediting association, such credit may be accepted toward the completion of a four-year senior college curriculum; provided, not more than 18 quarter hours of such credit shall be allowed.

No extension or correspondence credit made by a student while in residence at the College will be counted unless special permission is secured from the Credits Committee at time of registration.

SCHOLARSHIPS AND LOANS

1. College Loan Fund. The College has a small loan fund, from which it makes loans in varying amounts to deserving students.

2. Aull Loan Scholarship. A friend of the College, Mrs. Geneve Aull, has donated \$250.00 to be used for a loan scholarship, the same to be made to a member of the senior class who has made a satisfactory record during one or more years residence at the College.

3. United States Daughters of 1812 Scholarships. The Old Hickory Chapter, U. S. D. of 1812, Memphis, has donated the sum of \$625.00 for loan scholarships as follows: (1) One of \$250.00 to be known as the Mary Robinson Day Memorial Scholarship; (2) one of \$250.00 to be known as the Martha Moore Allen Scholarship; (3) one of \$125.00 to be known as the Willis Hitzing Scholarship.

All of these are loan scholarships and may be awarded to a man or woman on the recommendation of the faculty.

4. The Shelby County Parent-Teacher Association Loan. This fund at the present amounts to \$672. Worthy students who need financial assistance to continue their education may apply to the Loan Committee for varying amounts.

5. A. A. U. W. Loan Fund. The American Association of University Women, Memphis Branch, provides a loan fund for girls who are recommended by the College. At the present time it amounts to \$200.00.

6. A. A. U. W. Gift Scholarship. Beginning in 1935-6, the Memphis branch of the A. A. U. W. will award a gift scholarship of \$50.00 each year to a junior or senior girl. Applications for this scholarship are to be made by January 1st each year to the A. A. U. W. Scholarship Committee, c/o the Dean of Women. In the award the following points are to be considered: College scholarship record of the applicant for the quarter preceding January 1, need for scholarship, intention to graduate from the College and general acceptability.

7. John W. Brister Loan Scholarship. On the occasion of the Twenty-First Birthday Celebration of this College the members of the faculty presented a fund of \$250.00 to be named in honor of President J. W. Brister.

8. The Quota Club of Memphis has provided a loan fund for girls. Girls of junior or senior rank are eligible to receive loans from this

fund. Applications for loans may be made to Ellen Davies Rodgers, Chairman of the Education Committee, of the Memphis Quota Club.

9. The Zonta Club of Memphis has established a Loan Fund of \$150.00 to be increased from year to year, the same to be used as a scholarship loan for a junior or senior girl. Application for the scholarship may be made to the Dean of Women and submitted for selection and approval to a Committee of the Zonta Club.

10. The Ernest C. Ball Loan Fund. This fund, in the amount of \$400.00, is loaned to students with satisfactory scholarship records when they need assistance in completing their education.

All applications for above scholarships or loans except as otherwise specified should be made in writing to Mr. G. H. Hayden, Chairman of the College Loan Fund Committee.

P. H. MANNING SCHOLARSHIP FUND

Mr. P. H. Manning, who was connected with the college for a number of years from its beginning, as head of the science department and as dean of the College, left the bulk of his estate to be used by the State Board of Education to provide scholarships for young men students meeting the conditions as set forth in his will.

The scholarships are to be given on competitive examination to young men from the counties of Gibson, Henderson, Carroll and Decatur.

HONORS AND PRIZES

The Women's Association of the College offers a prize annually to that member of the Senior Class who, in the opinion of the faculty, has exhibited throughout her college course conspicuous evidence of worth in (1) scholarship, (2) womanliness.

STUDENT ACTIVITIES

Student Organizations.—The College has a number of student organizations managed by the students with faculty advisers. These organizations give the student an excellent opportunity to develop initiative and qualities of leadership. There are four literary and social clubs which were organized during the first year of the institution: the Seymour A. Mynders Club, Phi Lambda Delta for men, the Sigma Alpha Mu and Kappa Lambda Sigma for women. Other clubs of the same character have been organized from time to time.

The Young Men's Christian Association and the Young Women's Christian Associations are contributing effectively to the moral and religious life of the student body.

Many departmental clubs have been organized for studies and exercises peculiar to the departments.

The young women living in Mynders Hall have an organization composed of all resident students known as the Women's Self Government Association.

The All-Students Club Council is the official representative body of

student organizations. Its purpose is to coordinate and integrate the activities and relations of the organizations in the College for the best interests of all. While disciplinary matters are in the hands of the faculty, the All-Students Club Council helps to shape public opinion, co-operate actively with the administration, and acts as a clearing house between the students and the faculty.

The organizations which are now recognized and are eligible for representation in the All-Students Council are: the four original clubs named above, Phi Delta Sigma, Xi Beta Nu, Gamma Tau Alpha, Pan-Hellenic Council, Latin Club, Sock and Buskin Club, Public Address Society, Los Picoros, World Affairs Club, Ioka Wikewam, Association of Childhood Education, Episcopal Students Club, Methodist Students' Club, Annual Staff, Tiger Rag Staff, Y. M. C. A. and Y. W. C. A., Senior Class, Junior Class, Sophomore Class, Freshman Class, Student Council of Women's Dormitory, the "T" Club, English Club, Arts Club, Phi Beta Chi, Baptist Club, Arabesque Club, Presbyterian Club, and Independent Club.

Student Publications.—*The Tiger Rag*, student weekly newspaper, provides timely news of college organizations and activities. It is an organ for the expression of student thought, and it works to create a wholesome school spirit and support the best traditions of the college. For interested students it provides training in useful and purposeful writing.

The DeSoto, college annual, is designed to record campus activities in an attractive and permanent form and forever keep alive all the unforgettable experiences of college life.

Athletics.—It is the aim of the Department of Physical Education and the Athletic Association not only to teach the significance of play in the life of boys and girls and to inculcate school spirit, co-operation, and high ideals of sportsmanship in the entire student body, but to train men and women who are to become teachers to go out with the definite preparation for teaching physical training and coaching athletics in the high schools.

The girls have regular classes in physical training, a special class in playground methods, and in addition intramural contests in basketball, volley ball, tennis, and other sports.

The boys have regular work in gymnasium, special classes in athletic coaching, and an opportunity to represent the school in interscholastic contests in football, basketball, golf, and tennis.

The College is a member of the Southern Intercollegiate Athletic Association and is governed by its regulations.

Alumni Association.—The graduates and former students of the College are organized into an association for mutual help and pleasure. The Association meets annually during Commencement Week for the transaction of business. On the evening preceding the June Commencement the Annual Banquet is held, with the class for the year as guests of the Association.

MISCELLANEOUS INFORMATION

Post Office.—Memphis State College is located in the eastern part of the city of Memphis. Students living in the dormitory should have their mail addressed c/o Memphis State College, Memphis, Tenn.

Railway and Baggage.—For a number of years the Southern Railroad maintained a station called Normal located adjacent to the school grounds. It is now maintained only as a flag stop. Students coming to Memphis State College via the Southern Railroad may get off at Normal, but trunks which they have checked will be carried to the Union Station. Arrangements may be made with the college authorities for delivery of trunks to the College.

Special Advantages.—In addition to the usual school advantages, the College offers its students many opportunities that are considered especially valuable.

All of the large libraries in the City of Memphis furnish free use of their books and buildings to the students of the College.

The students of this institution are given free admission to the lecture course of Goodwyn Institute, probably the most extensive and celebrated course of its kind in the United States. The students have the opportunity of hearing Shakespearean attractions, symphony orchestras, grand operas, and musical artists.

Leading business and manufacturing enterprises of the city offer free inspection and study of their business methods and plants to classes of the college students accompanied by their instructors.

In addition to the Training School, students have the advantage of observing teaching and management in the splendid public school systems of the City of Memphis and Shelby County. The various classes and buildings are open for their observation and study.

Co-operation.—Memphis State College regards itself as an integral part of the public school system of Tennessee and recognizes the need of the closest co-operation with the county and city school authorities. It has, accordingly, constantly endeavored to serve faithfully all public school interests, especially by the preparation of better teachers for the schools. In this work it has received the hearty support of the school authorities and it hopes its future activities will merit a continuance of their support.

Superintendents Conference.—Annually the County and City Superintendents of West Tennessee hold a conference during the Summer Quarter of Memphis State College. These conferences have been stimulating and profitable. All County and City Superintendents of West Tennessee are cordially invited and urged to attend. The State Commissioner of Education and other representatives of the State Department attend and participate in these annual conferences.

School Positions.—Memphis State College is not a teachers' agency and it can not guarantee positions to its graduates. It endeavors, however, to place students with satisfactory records in good school positions and it invites county and city school authorities to make use of its Placement Bureau in securing desirable teachers.

TEACHERS' CERTIFICATES

Under the law no person is allowed to teach in Tennessee who does not hold a certificate issued by the State Department of Education. Certificates are issued as follows:

The State Board of Education acting under authority granted it by Section 2355, Paragraph 4, 1932, Code of Tennessee, has prescribed that the minimum **Two Year Elementary Curriculum** must include not less than six quarters of residence (seventy-two weeks) and ninety quarter hours of credit, eighteen of which must be in Education. At its meeting May 6, 1938, the State Board of Education approved a two-year curriculum defining the subjects which must be taken. This curriculum is as follows:

CURRICULUM FOR TEACHERS IN ELEMENTARY SCHOOLS OF TENNESSEE

Approved by the State Board of Education May 6, 1938

	Quarter Hours	
1. Arts—Fine and Practical—Appreciation & Applied.....	6	
2. Education—		
a. Psychology—General and Child.....	6	
b. Materials and methods in the various elementary school subjects, including supervised observation. (Should include such subjects as the teaching of reading, arithmetic, spelling, penmanship, language, geography, health, etc., or in the new type curriculum, large units, activities for various grades, citizenship, local and state history).....	9	
c. Directed observation, participation and teaching....	3	18
3. English—		
a. Composition, oral and written.....	9	
b. Survey, American and English Literature.....	6	
c. Children's Literature (Should include world literature suitable for children).....	3	18
4. Health (May include such subjects as personal, child, community hygiene; child care; nutrition; children's diseases.)		9
5. Music—Appreciation and Public School Music.....		6
6. Physical Education—This should be plays and games for elementary schools.....		3
7. Science—		
a. Science for the grades, or nature study, or general science	9	
b. Or Biology	9	9
8. Social Science—		
a. Problems of Civilization.....	9	
or American History and Civics.....	9	
b. Geography	9	18
9. Electives	From 3 to	21
Total range for the 2-year curriculum—from 90 to 108 qr. hrs.		

Persons who entered college in the Fall Quarter of 1938 or thereafter must conform to the above curriculum in order to be eligible for the permanent professional elementary certificate at the end of two years.

Memphis State College has defined the two year curriculum in terms of courses offered at this institution. This is embodied in Curriculum "C." Students who desire a permanent professional elementary certificate at the end of the sophomore year should follow in detail Curriculum "C."

HIGH SCHOOL CERTIFICATES

A permanent professional high school certificate may be issued to a person who (1) has graduated from a four year college or university approved by the State Commissioner and State Board of Education; (2) has completed at least 27 quarter hours in education as prescribed by the State Commissioner and the State Board of Education; (3) has completed such additional credits in certain subjects as the State Board and State Commissioner of Education may prescribe.

On August 11, 1939, the State Board of Education adopted the following required professional courses for the training of high school teachers:

	Quarter Hours	
Educational Psychology	3	
Principles of Secondary Education.....	3	
Materials and methods in high school subjects.....	3 or 6	} Total of 9
and		
Directed or practice teaching.....	6 or 3	
or		
Materials and methods.....	9	
Total.....	15	

The 12 quarter hours of elective courses in secondary education will be selected from the following list: (A maximum of three quarter hours in each course.)

1. History of Education
or
History of Education in the United States
2. Adolescent Psychology
3. Educational Tests and Measurements
4. High School Administration, Organization, and Management
5. Educational Sociology
6. General Psychology
7. Curriculum of the High School
8. Philosophy of Education

Persons who entered college in the Fall Quarter of 1939 or thereafter must conform to the above requirements in order to be eligible for the permanent professional secondary certificate upon graduation. Copies of the requirements in each high school teaching field may be obtained in the Dean's office.

COUNTY SUPERINTENDENT'S CERTIFICATE

A permanent professional certificate for County Superintendent may be issued to a person who has (1) graduated from a college approved by the State Board of Education; (2) completed 27 quarter hours in education as prescribed by the State Board of Education; (3) had 24 months experience as teacher or supervisor; (4) who is not less than twenty-four years of age.

SUPERVISOR'S CERTIFICATE

A permanent professional certificate shall be issued to the applicant who (1) is a graduate of a college approved by the State Commissioner and State Board of Education; (2) has completed at least 27 quarter hours in education including general and special methods, school supervision and administration; (3) has had at least twenty-four months experience in actual school work; (4) is not less than twenty-four years of age.

CURRICULA AND COURSES OFFERED

Two general curricula are offered:

1. **A Four-Year Curriculum—Curriculum A.**—Three quarters each year, designed to train teachers, principals and supervisors of elementary and consolidated schools. Special courses are offered in this curriculum for primary and intermediate grade teachers.

2. **A Four-Year Curriculum—Curriculum B.**—Three quarters each year, designed to train teachers for high school grades. The four-year curriculum includes certain constants and permits of sufficient election to assure two or more majors and minors. In arranging majors and minors the prospective teacher should have in mind the probable combination of subjects in the high schools of Tennessee.

Students completing a four-year curriculum will be granted the degree of Bachelor of Science which will entitle them to certificates to teach in the fields indicated or to qualify for the position of County Supervisor or Superintendent, provided certain special requirements as to age and experience are met.

3. **A Two-Year Curriculum—Curriculum C.**—Designed to train teachers for elementary schools. Students completing this curriculum will be entitled to a permanent professional certificate to teach in the elementary schools of the State. They may enter the junior year of Curriculum A.

Forty-eight to fifty-one quarter hours of credit constitute a year's work. Students in general are expected to take the courses corresponding to their respective years. They cannot make more than twelve hours in the courses of the years above or below. Students with as few as ninety-six quarter hours of credit may not elect courses numbered above 399. They may not elect courses above or below the adjacent year without special permission from the dean and the instructor. In the tabulated curricula certain electives are allowed. Electives are to be chosen by subjects and must be continued at least through the year if the curriculum permits.

MAJORS AND MINORS

In both Curricula A and B leading to the B.S. degree one major subject carrying at least 36 quarter hours of credit, one minor with at least 27 quarter hours, and a second minor of 18 quarter hours, are required.

A major consists of 36 quarter hours in any one subject in which the College offers courses covering four years, provided that at least six quarter hours shall be in courses of each of the four college years; or 36 quarter hours from one of the following groups, at least 27 quarter hours in one subject of the group, and 9 hours from another subject of the same group:

Group 1—Biology, chemistry, physics.

Group 2—Economics, geography, history, sociology, political science.

Group 3—Chemistry, home economics.

Group 4—French, Latin, Spanish, English.

Group 5—Drawing, music, physical education.

First Quarter		Second Quarter		Third Quarter	
		<i>Freshman Year</i>			
Art 100	Cr. 2	Art 101	Cr. 2	Art 102	Cr. 2
Biology 103 or 100.....	4 or 3	Biology 105	4	Biology 106	4
English 100	3	English 101	4	English 102	3
Geography 110.....	3	Geography 111	3	Geography 112	3
Health 100	4	Health 101	3	Health 102	3
Phy. Ed. 100.....	1	Phy. Ed. 101	1	Phy. Ed. 102.....	1
	17 or 16		16		16
		<i>Sophomore Year</i>			
Education 200	3	Education 206 or 208	3	Education 208 or 206	3
Education 220	3	Education 221	3	Education 222	3
English 200 or 201	3	English 205	3	English 202	3
History 200	3	History 201	3	History 202	3
Physical Ed. 209 or 212a.....	1	Physical Ed. 210 or 212b	1	Art 203	3
Music 115	2	Music 116	2	Music 203	2
Elective	2	Elective	2		—
	17		17		17
		<i>Junior Year</i>			
Education	3	Education	3	Education	3
Major	3	Major	3	Major	3
First Minor	3	First Minor	3	First Minor	3
Second Minor	3	Second Minor	3	Second Minor	3
Elective	5	Elective	4	Elective	4
		<i>Senior Year</i>			
Education (Material & Methods) 3		Education (Practice Teaching).....	3	Education (Practice Teaching).....	3
Major	3	Major	3	Major	3
First Minor	3	First Minor	3	First Minor	3
Elective	7	Elective	7	Elective	7

NOTES ON CURRICULUM A

1. If English or geography or history is selected as the major subject, some other subject carrying at least nine hours credit each year must be selected instead of the major prescribed.

CURRICULUM B **FOUR-YEAR CURRICULUM FOR HIGH SCHOOL TEACHERS LEADING TO THE** **DEGREE OF BACHELOR OF SCIENCE**

First Quarter

English 100	Cr. 3
History 101 or Science	3 or 4
Major	4 or 3
Physical Education	1
Group Elective	3
Elective	3

Education 200	3
English 200	3
History 200	3
Major	3
Physical Education 200	1
Elective	4

Education	3
Major	3
First Minor	3
Elective	7

Education (Materials & Methods)	3
Major	3
First Minor	3
Elective	7

Second Quarter

Freshman Year

English 101	Cr. 3
History 102 or Science	3 or 4
Major	4 or 3
Physical Education	1
Group Elective	3
Elective	4 or 3

Sophomore Year

Education 205	3
English 201	3
History 201	3
Major	3
Physical Education 201	1
Elective	4

Junior Year

Education	3
Major	3
First Minor	3
Elective	7

Senior Year

Education (Practice Teaching)	3
Major	3
First Minor	3
Elective	7

Third Quarter

English 102	Cr. 3
History 103 or Science	3 or 4
Major	4 or 3
Physical Education	1
Group Elective	3
Elective	4 or 3

Education 211	3
English 202	3
History 202	3
Major	3
Physical Education 202	1
Elective	4

Education	3
Major	3
First Minor	3
Elective	7

Education (Practice Teaching)	3
Major	3
First Minor	3
Elective	7

NOTES ON CURRICULUM B

1. If English or history or science is selected for a major subject, some other subject carrying at least nine hours credit each year must be selected instead of the major prescribed in the Freshman year.
2. Group electives are confined to courses of a sequential nature in the same subject running through the year.
3. Education in the third year should be from the approved list of secondary education courses: 300, 302, 307, 309, 311, 312.

CURRICULUM C

A TWO-YEAR CURRICULUM FOR ELEMENTARY TEACHERS

(Students desiring a permanent elementary certificate earned on two years of college credit must take this curriculum.)

First Quarter		Second Quarter		Third Quarter	
		<i>Freshman Year</i>			
Art 100	Cr. 2	Art 101	Cr. 2	Art 102	Cr. 2
Biology 103	4	Biology 105	4	Biology 106	4
English 100	3	English 101	3	English 102	3
Geography 110	3	Geography 111	3	Geography 112	3
Health 100	4	Health 101	3	Health 102	3
Phy. Ed. 100	1	Phys. Ed. 101	1	Phy. Ed. 102	1
<hr/>		<hr/>		<hr/>	
17		16		16	
		<i>Sophomore Year</i>			
Education 200	3	Education 206 or 208	3	Education 208 or 206	3
Education 220	3	Education 221	3	Education 222	3
English 200 or 201	3	English 205	3	English 202	3
History 200	3	History 201	3	History 202	3
Physical Ed. 209 or 212a	1	Physical Ed. 210 or 212b	1	Art 203	3
Music 115	2	Music 116	2	Music 203	2
<hr/>		<hr/>		<hr/>	
15		15		17	

DETAILED STATEMENT OF COURSES OFFERED DURING THE YEAR

Courses numbered from 100 to 199 are of freshman rank; 200 to 299, sophomore rank; 300 to 399, junior rank; 400 to 499, senior rank. Figures in parenthesis following the subject of a course indicate the number of quarter hours of credit.

No freshman or sophomore course will be offered for fewer than ten students. No junior or senior class will be offered for fewer than five students.

THE ARTS

Miss McCormack, Mr. Kennedy, Mr. Street,
Mr. Austin, Mrs. Greenblatt

Art and Penmanship

Art 100—Art Education in the Primary Grades. (2).

Purpose—A course designed for teacher training in the theories and practice of art education in the primary grades through participation in problems based on children's interests and activities. Manuscript writing is included in this course.

Art 101—Art Education in the Elementary Grades. (2).

A continuation of 100 with a more comprehensive study of the principles and developments of the different phases of art taught in the elementary grades.

Art 102—Art Education for Intermediate Grades and Junior High School. (2).

Problems providing opportunity to develop skill in representation through the use of pencil, tempora, block printing, and lettering.

Art 200—Representative Drawing, Design. (2).

This course is particularly designed to give practice in creative art expression. Problems in drawing, color, design, and applied art will be studied.

Art 201—Poster Design. (2).

This course is designed to lead the student to a knowledge of advertising through experience in the use of design, principles of color, and lettering. The place of the poster in the school curriculum is emphasized.

Art 202—Drawing and Composition. (2).

This course deals with the analysis and construction of form, emphasizing perspective, composition, and technique. Media are pencil, pen and ink, charcoal, and watercolor.

Art 203—Elementary Art Appreciation. (3).

Art 300—Art Appreciation. (3).

This course offers an opportunity for appreciative study with special reference to creative periods and their relation to the development of man; to recognize the value of art as an educational, cultural, and social force to the extent that it expresses thought of the people of any age.

Art 301—Arts and Crafts. (3).

Processes and problems in applied design. Topics—Textile decoration in batik, stencil and block printing, wood carving, weaving, and other craft problems suitable to school and club work.

Art 302—Advanced Drawing and Painting. (3).

Work is done in various selected mediums from original still life arrangements of flowers emphasizing value, texture, and tone.

Penmanship 100—Teaching of Penmanship. (1).

The purpose of this course is to teach the principles of an easy and legible business style of writing. The main purpose of the course is pedagogical.

Penmanship 101—Teaching of Penmanship. (1).

This is a continuation of Penmanship 100.

Industrial Arts

100, 101, 102—Bench Woodwork. (3, each quarter).

Fundamentals of hand woodworking, care and use of bench tools and simple finishing. Special emphasis is placed on types of work carried on in the school work shop.

110, 111, 112—Mechanical Drawing. (3, each quarter).

A general course covering the fundamentals of mechanical drawing, including lettering, orthographic projections, working drawings, isometric drawings, cabinet drawings and content.

200—General Shop, Sheet Metal. (3). 201—General Shop, Wrought Iron. (3). 202—General Shop, Elementary Electricity. (3).

Continuation of courses in bench work with manipulative work in cold metal, sheet metal, simple pattern making and elementary electricity. A number of projects of the type suitable for the public school are completed by each student.

220, 221—Industrial Arts for Elementary Teachers. (3, each quarter).

The course consists mainly of operations in simple woodwork, wood finishing, toy making, and a study of materials adaptable to the elementary activity program.

222—Home Mechanics. (3).

A typical course in Home Mechanics. The problems and projects to be selected from the mechanical operations carried on in the maintenance and repair of the average home.

300, 301, 302—Advanced Furniture Construction. (3, each quarter).

This course aims to give instruction in the principles of furniture construction including the fundamental principles underlying structural design.

310, 311, 312—Upholstering. (3, each quarter).

In this course are offered the fundamental operations performed in elementary upholstering along with the study of materials. Special

emphasis is placed on the types of work which are carried on in the school work shop.

400, 401, 402—General Metal Work. (3, each quarter).

This course is designed to give students an acquaintance with various activities in the field of bench metal work, consisting of cutting, filing, bending, shaping, heating, and finishing. Oxy-acetylene and electric welding work, embracing the use of torch for cutting; metal lathe work, involving various metal turning processes and tool usage.

404—Organization of the General Shop. (3).

A study of the organization of the general shop, pupil personnel, equipment planning, teaching aids and demonstrations.

Music

All students working for credit in Music 180, 181, 182, 220, 221, 222, 330, 331, 332, and 350, 351, 352 are required to participate in all public performances of these groups.

110—Foundation Work in Music. (2).

Singing easy songs, rudiments, sight reading, ear training.

111—Singing-Reading. (2).

Development of tonal vocabulary, chromatics, major and minor scales, intervals, sight reading.

112—Sight Singing and Theory. (2).

Song singing, three and four parts, interval and chord study, dictation work, sight reading exercises.

115—Public School Music for Primary Grades. (2).

A study of the types of composition most suitable for the taste and voices of small children, with attention to the development of appreciation, and with demonstrations of effective methods of teaching music to children.

116—Public School Music for Intermediate Grades. (2).

Principles and procedures for grades 4, 5, and 6. A study of the child's voice and the rote song. Observation in the training school will be conducted from time to time.

180, 181, 182—Class Instruction. Band and Orchestra Instruments. (2).

Group method of study and teaching of band and orchestral instruments. Fee, 75 cents to \$1.50 per quarter. One lecture and one double period per week.

200, 201, 202—Elementary Harmony. (3).

Scales, intervals, chords, triads, sevenths and ninths with their inversions, dictation and ear training work, harmonizing given melodies and bases, keyboard work. Prerequisite: 112 or its equivalent.

203—Elementary Music Appreciation. (2).

220, 221, 222—College Chorus and Glee Club. (1).

Choruses and part songs from the standard light and grand operas. Two hours per week. Fee, 75 cents.

230, 231, 232—Junior Band and Orchestra. (2).

Class instruction; standard marches; marching band work; music suitable for athletic events and parades. Fee, 75 cents. One lecture and one double period per week.

240, 241—Drum Major and Marching Tactics. (1).

Drum major and majorette; marching tactics, block and letter formations.

250, 251, 252—Piano. Class Lessons. (2).

Opportunities are offered for class piano instruction. Actual experience in class piano procedures, using the piano and individual practice key boards.

300, 301, 302—Advanced Harmony. (3).

Altered chords, analysis, composition, key board work. Counterpoint—two part, three part, and four part, strict and free forms. Instrumentation and orchestration—The playing range and use of orchestral instruments and arranging for different ensembles.

330, 331, 332—Advanced Band and Orchestra. (2).

Class instruction. Standard overtures, suites and symphonies are studied. Prerequisite: Music 182 or equivalent. Fee, 75 cents to \$1.50 per quarter. One lecture and one double period per week.

340, 341, 342—Instrument Repairing. (1).

A thorough study and practice in minor repairs such as soldering in brass, re-padding and regulating wood winds, re-heading and adjusting percussion instruments, gluing, reed making and fitting.

350, 351, 352—Ensemble Singing. (2).

Mixed voices, sacred and secular music, a capella singing. Cantatas, operettas, oratorios, operas and biographies of their composers studied. Song repertoire for choral clubs. Public performances. Fee, 75 cents a quarter.

360, 361, 362—Musical Production. (1, each quarter).

400—History of Music. (3).

The different periods or epochs in the development of music are studied. Much music representative of the various epochs is heard through the Orthophonic. Special attention is given to polyphonic music in the early church and the development of the opera.

401—Biography of Composers. (3).

The great classic, romantic, and modern composers, together with their compositions, are studied. Much of their music is heard through the Orthophonic. Special attention is given to the symphony and art song.

402—Music Appreciation. (3).

A course for any who are interested in the aesthetic value of music; also its correlation with literature. Special attention is given to the symphonic poem, programatic overture, etc.

412—Conducting. (3).

A study of the fundamentals of conducting in the choral field with special emphasis on certain choral conducting techniques. To acquaint and prepare prospective teachers with techniques and actual practice in conducting various types of ensembles. Each student will have the opportunity to train and conduct a vocal group in several numbers.

COMMERCE

Mr. Frizell, Miss Johnson, Miss France

The objective of the commerce division is three-fold. It provides teacher-training for those desiring to enter the field of high school instruction; office-training for those students who are desirous of general employment in business offices as accountants or as secretaries; and general business training for those who plan to serve business in some executive capacity. Students preparing for teaching positions should offer a major in commerce as a part of their curriculum for the bachelor's degree; those preparing for general office work should specialize in accounting, shorthand, and typewriting; while those preparing for executives should specialize in accounting, business law, business administration, and economics.

A major consists of thirty-six group hours, of which not less than nine shall be in Accounting, nine in Shorthand, nine in Typewriting, and six in Business Law. To be eligible for student teaching, one should meet these minimum requirements with the exception of Business Law. All majors in commerce are expected to complete Economics 330, 331, and 332.

Accounting**100—Elements of Accounting. (3).**

A study of those simple business activities which develop the need for accounting records and reports. Problems and a short practice set illustrating a single enterpriser are studied. No previous knowledge of accounting is required for entrance.

101—Elements of Accounting. (3).

A continuation of Commerce 100. Records and accounts peculiar to the partnership relation are introduced. An individual practice set based on partnership is required of all.

102—Elements of Accounting. (3).

A continuation of Commerce 101. Problems based on the dissolution and liquidation of partnerships are studied. The nature and characteristics of accounts peculiar to the corporate form of business organization are inquired into. Problems and the voucher system are made a special study.

300—Principles of Accounting. (3).

Classification of accounts appearing on financial statements; analysis of financial statements; accounting for non-profit organizations; insolvency. A practice set illustrating a manufacturing business organized as a corporation is required of all. Prerequisite, Commerce 102.

310—Introductory Cost Accounting. (3).

General principles of cost accounting; interlocking of cost records

with the general records; requisition of materials; allocation of manufacturing expenses; job order cost systems. Prerequisite, Commerce 300.

320—Auditing Theory and Practice. (3).

A study of the theory and the practice of auditing; illustrative problems provide a foundation for professional practice. Principles and accepted procedures of the present-day accountant are presented to the student.

Business Law

305—Business Law. (3).

This course offers the student a usable knowledge of the principles governing the formation of contracts. The Essentials of Contracts, the Principles of Agency, the Law of Partnerships, and the Law of Corporations are the only topics discussed. Open to juniors or seniors only.

306—Business Law. (3).

A continuation of Business Law 305. Sales; Negotiable Instruments; Bailments; Insurance; Real and Personal Property.

307—Business Law. (3).

The principal topics covered are Employer and Employee; Principal and Surety; Landlord and Tenant; Torts and Business Crimes; and the Law of Insolvency. Prerequisite: Commerce 305.

Business Organization, Finance

315—Investment Principles for the Individual. (3).

An introduction to some fundamentals in personal finance, including problems that arise in purchasing a home, real estate, life insurance, bonds, and stocks. A knowledge of economics and accounting is an essential background for these fundamentals. Intended primarily for seniors.

400—Business Administration. (3).

A study of the internal problems of business management. Problems in finance, marketing, personnel, production, and standards and records are discussed. Prerequisites, economics and junior or senior classification.

401—Business Organization and Combination. (3).

A study of the external factors influencing business. The main topic discussed relates to the legal form of the business undertaking. Other problems studied are the business cycle, public relations, and government regulation. Prerequisites, junior or senior classification with a knowledge of business law and accounting.

410—Industrial Studies. (3).

A study of the physical processes in our leading industries. The steel, rubber, automotive, coal, and oil industries are taken up; particular study is made of the cotton industry. When possible, classroom work will be supplemented by field trips to related plants. Prerequisite, junior or senior standing.

Shorthand

200—Fundamentals of Shorthand. (4).

A study of the elementary principles of Gregg shorthand. Open

to sophomores and to freshmen who have had not more than one year of high school shorthand.

201—Advanced Principles of Shorthand. (4).

A continuation of Fundamentals of Shorthand 200. Emphasis is placed on brief forms and words of high frequency preliminary to a sure foundation for dictation and transcription. Open to any who have completed more than one year of high school shorthand.

202—Shorthand Reading and Dictation. (4).

A review of fundamentals; reading and dictation of letters and articles. The course is designed for greater speed and facility in writing. Open to any who have completed Advanced Principles of Shorthand 201 and Advanced Typewriting 105 or who may be enrolled in Typewriting 105.

301—Secretarial Training and Office Practice. (3).

This is a study of the qualifications, duties, and training of a secretary. General attitude, confidential affairs, and the relation of secretarial work to other phases of office work are stressed. Acquaintance with office machines and details of secretarial equipment and work are required of the student. Prerequisite, Commerce 202.

302—Speed Building in Shorthand. (3).

This course is planned for developing speed in dictation and transcription of general business terms. Advanced principles in phrase building are studied. Prerequisites, Commerce 105 and 202.

303—Speed Building in Shorthand. (3).

This is a continuation of the study begun in Speed Building 302. Speed in dictation and transcription of special business terms used in our industries and professions is the primary objective. Ability to take dictation at the rate of 125 words per minute and to transcribe accurately and attractively must be sustained.

Typewriting

103—Beginning Typewriting. (2½).

A study of the fundamentals of touch typewriting. Accuracy, rhythm, and technique are emphasized. Ability to attain a rate of twenty-five words per minute net must be acquired. Open to those who have had no high school typewriting.

104—Intermediate Typewriting. (2½).

Emphasis is placed on letter writing; short poems; outlines. Speed and accuracy are increased. Ability to attain thirty-five words per minute must be acquired. Prerequisite, Commerce 103 or one year of high school typewriting.

105—Advanced Typewriting. (2½).

A review of letter writing and manuscripts; tabulations; stencil cutting; speed practice. The student must demonstrate ability to write forty-five words net per minute. Prerequisite, Commerce 104.

210—Speed Development in Typewriting. (3).

This course is planned to improve the quality of one's skill in touch typewriting. To receive credit, the student shall prove ability to type

at least sixty words per minute net with a maximum of five errors. Prerequisite, Commerce 105.

215—Training for the Office Typist. (2½).

An intensive training for the problems met by the office typist; a study of the use to which typing will be put and not a study of the mere form. Prerequisite, Commerce 210.

EDUCATION

Mr. Hughes, Mr. Steere, Mr. Deen, Mr. Mitchell, Mrs. Cobb

200—General Psychology. (3).

Through the study of the natural capacities of the human organism, concepts of educability and of the directions in which man may be educated are developed in this course. The course brings out the close relation of the mental and physical and emphasizes the necessity of mental health for educability and social effectiveness.

205—Educational Psychology. (3).

This course is limited to the study of learning, or habit formation; learning as a natural phenomenon; the biological purpose of learning and its significance for the curriculum; conditioning as an explanation of learning; positive and negative aspects of improvement, and the meaning of practice. Frequent applications to the learning of school subjects are made. A diagnostic study of the students' study habits is a feature of the course.

206—Child Psychology. (3).

A study of types of mal-adjustment most frequently found among pupils; adjustment to the curriculum, to the administration, to the teachers, to other pupils, to the home and community, and to personal problems. Personality tests and adjustment questionnaires are used to provide data for the study, in addition to reading assignments. Fee 50 cents.

208—Observation, Participation, and Practice Teaching in elementary grades. (3).

211—Principles of Secondary Education. (3).

A study of the major problems of secondary education and their historical background; the course of study and organization of instruction; student organization and government; relation of secondary education to elementary and higher education; standards and requirements for Tennessee schools.

220—Reading, Writing, and Arithmetic in the Elementary Grades. (3).

A study of approved techniques for development of these basic skills.

221—Social Studies in the Elementary Grades. (3).

Materials from history, geography, civics and economics, suitable for the elementary grades, and use of such material for the development of social consciousness. The importance of relating all social studies to local community affairs is emphasized. The use of visual aids, newspapers, and the radio is given consideration.

222—Natural Science in the Elementary Grades. (3).

A course in materials of the natural sciences and methods of presentation; how the study of important aspects of the environment can

be made the foundation for the later study of biology, chemistry, physics, and other sciences; the study of birds, insects, animals, flowers, and trees; the study of the common mechanical and electrical principles; the study of geologic forms and forces, the nature of ocean tides and currents, the composition and movements of the atmosphere and their influence on climate, etc., as could be presented at the elementary level.

300—History of Education. (3).

An analysis of various conceptions of education that have prevailed at different periods from the Hebrews, Greeks, and Romans to the present, pointing out the elements that should be included in a modern philosophy of education. Due emphasis is placed upon American history of education.

302—Modern Philosophies of Education. (3).

A study of the place and function of education in American life; and examination of the major issues in education and of the views of Dewey and other leaders in education; consideration of new problems in education arising from changing economic and social conditions; new opportunities for the schools arising from the scientific study of human nature.

303—Studies in Personality. (3).

This course is an introduction to the mental hygiene aspect of modern education. The contributions of Freud, Jung, Adler, and Watson are discussed. Some techniques for the study of personality are introduced. Fee 50 cents.

304—The Study of Exceptional Children. (3).

The Stanford Revision of the Binet-Simon Tests is studied for the purpose of familiarizing the student with the more common signs of unusual intellectual development, or unusual deficiency. Tests of special gifts or aptitudes are used for the same purpose. The course includes readings from Terman's Genetic Studies of Genius and other investigations. The course emphasizes the duty of the teacher to discover unusual capacities or unusual deficiencies and to make provisions for them. Fee 50 cents.

305—Personnel Work in High School. (3).

A study of the principles and purposes of educational, vocational, and personal guidance; vocational interest blanks, aptitude tests, study aids, etc., are studied and evaluated, and data from use of tests in high schools are analyzed. Fee 50 cents.

307—The Psychology of Adolescence. (3).

A study of the characteristics of the adolescent stage of development that should be taken into account in teaching and planning the high school course of study and in the supervision of the extra-curricular activities in the high school.

309—Educational Measurements. (3).

This course deals with the principles underlying the construction of objective tests, with practice in the construction of new type tests,

and with the elements of statistical procedure necessary for the interpretation of school measurements.

311—The Secondary School Curriculum. (3).

In this course an attempt is made to determine the functional teaching objectives for the various high school subjects; ways of attaining these objectives, and how the different subjects should be integrated in the high school curriculum. This course should precede Materials and Methods in the Major or Minor Subject.

312—High School Administration. (3).

The Tennessee high school laws and the standards set up by the State Board of Education for high schools; problems met in the adjustment of the schools to these requirements; the administration of athletics and other extra-curricular activities, and discipline, schedules, records, etc.; the Public Laws of Tennessee.

400, 401, 402—Materials and Methods in Major and Minor Subjects. (3 to 9).

403, 404, 405—Practice Teaching in Elementary Grades. (3 to 9).

406, 407, 408—Practice Teaching in High School Subjects. (3 to 9).

HEALTH AND PHYSICAL EDUCATION

**Dr. Tripp, Mr. Curlin, Mrs. Blackman, Mr. Davis, Mr. Jamerson,
Mr. Molinski, Mr. McLean**

In order to carry out the State program of health and physical education, the State Board of Education, May 8, 1942, passed the regulation that a 5-day a week program in Physical Education be required of all students enrolled in the State's colleges under the jurisdiction of the State Board of Education.

Courses are planned with the following aims: (1) To furnish healthful exercise and recreation; (2) to meet the demand of all elementary and high school teachers conducting certain classes in physical education; (3) to train men and women as leaders in physical education, physical directors and coaches.

Special arrangements will be made for those who are physically unable to take the regular courses in physical education. Beginning students in this group are required to register for Physical Education 103a and must report to the gymnasium, where special assignments will be made.

Women taking work in physical education must provide tennis shoes and regulation uniforms; men must provide white athletic shirts and white trunks, and rubber shoes.

All students are required to report to the head of the Health Department for physical examination. This is for the purpose of advising them not only as to physical exercises, but along general health lines.

Health

100—Physiology. (4).

A course in human physiology from the standpoint of college students and teachers. Three lectures and two hours laboratory each week.

101—Personal Hygiene. (3).

A survey of factors which affect personal health and introduction of methods used in preventing disease in the individual. Three lectures a week. Prerequisite: Health 100.

102—Community Hygiene. (3).

Introduction to methods used in preventing disease in the community. Three lectures a week. Prerequisite: Health 100.

200—School Hygiene. (3).

Study of methods designed to promote the health of school children through the detection and correction of physical and mental defects, limitation of preventable diseases, maintenance of a healthful mental and physical environment, training in health habits, and the cultivation of desirable attitudes towards life. Three lectures a week. Prerequisite: Health 100.

201—Health Education. (3).

Study of classroom problems in hygiene and of material recommended for classroom use at various levels. Three lectures a week. Prerequisite: Health 100 and 200.

Physical Education**100, 101, 102—Plays and Games for Elementary Schools. (1, each quarter).**

First term devoted to grades 1, 2, 3.

Second term devoted to grades 4, 5, 6.

Story plays, singing games, hunting games, and elements of athletic games will be studied.

103 a, b, c—Special Exercises. (1, each quarter).**104—Physical Exercise. (1) Five hours each week.****107—Tennis. (1).**

This course is primarily for practice periods for students wishing exercise from this sport. Placement tests will be given to determine improvement on forehand, backhand drives, and service.

108a—Swimming for Beginners. (1). (Nominal fee for use of pool.)

Fundamentals of swimming, such as, correct breathing, floating on back, floating face down, recovering standing position after floating, water games to instill confidence, elementary back stroke, breast stroke, and beginners crawl.

108b—Swimming for Intermediates. (1). (Nominal fee for use of pool.)

Individual attention is given in the different strokes, so that each person may advance according to ability. Instruction will be given toward the Red Cross Life Saving test, and in games, stunts, and novelty races.

109, 110, 111—Leisure Time Activities. (1, each quarter). 50c fee.

This course presents opportunity to develop skills in activities which may safely be continued throughout life, such as table tennis, paddle tennis, shuffleboard, badminton, archery, horse-shoe pitching, box hockey, bait casting, and others.

200, 201, 202—Physical Education for the High Schools. (1, each quarter).

This course includes methods of classifying students into height, weight and age groups, lead-up athletic games, and competition in seasonal sports.

203 a, b, c—Special Exercises. (1, each quarter).

Students who are physically unable to take the regular work will be given exercises recommended by the school physician. Other students may be assigned to these courses by the physical directors for special practice in various sports.

209, 210, 211—Community Recreation. (1, each quarter). 25c fee.

Social activities for adult recreation, including programs for stunt nights, carnivals, hobby fairs, and other community gatherings.

212 a. b. c—Folk Dancing. (1, each quarter).

Fundamental folk and national dances, typifying the various peoples as well as the costume, will be studied.

214, 215, 216—Self-testing Program for Girls. (1, each quarter).

Imitation walks, stunts, tumbling, pyramid building, will be included, as well as the Athletic Badge Tests for girls, the Brace Motor Ability Tests, and special tests for native ability in certain sports.

217—Programs, Pageants and Festivals. (3).

Lectures and demonstrations. This class will assist in working out plans for, and directing, a May Day program.

218—Coaching Basketball. (3).

This course includes tests and drills for proper body balance, a study of the anatomy of the individual as it applies to basketball, passing drills, defensive systems, various styles of shooting baskets. Thorough study of rules and their interpretations, etc.

219—Coaching Football. (3).

The objectives of the course are: to develop certain fundamental principles; to establish a uniformity of nomenclature of all terms; to present a definite course in the study of football wide enough to afford teachers and players proper conception of the game.

220—Coaching Minor Sports. (3).

Mimetic drills in fundamentals. Study of rules in golf putting, volley ball, soccer, speed ball, etc.

300—Scout Leadership. (3). 50c fee.

Prerequisite, 6 quarters of Physical Education.

A general study is made of topics for troop meetings, such as community service, first aid, nature study, handicraft, group singing, hiking, outdoor cooking, trail blazing, games and contests.

302—Playground Methods and Activities. (3). 50c fee.

Prerequisite, 6 quarters of Physical Education.

This is a lecture and laboratory course which provides opportunity to study some of the activities carried on in the Memphis City Parks.

A community sports day will be organized and conducted by the class.

305—First Aid. (3). 50c fee.

Instruction in caring for minor injuries, artificial respiration, shock, safely measures, etc., by methods recommended by the Red Cross.

HOME ECONOMICS

Miss Henderson, Miss Chappell

The Department of Home Economics desires to be of service to two classes of students: First, to those who are preparing to teach Home Economics in the junior and senior high schools of the State; second, to those who desire to take some Home Economics courses for their own benefit.

Students in foods courses provide white smocks and white head bands for laboratory. Students in clothing courses provide materials subject to approval of instructor.

It is recommended that students majoring in Home Economics take the following courses: 100, 101, 102, 204, 205, 206, 300 or 302, 301, 304, 305, 306, 307, 407, 410, and 411.

Any courses offered may be counted as credits on a major except 103, 104 and 105.

Materials and Methods in Home Economics is also required of students majoring in this department, but it is counted as credit in education. Students majoring in Home Economics are advised to take a major or first minor in chemistry, or in chemistry and biology combined.

The following courses in Home Economics have no special prerequisites and are open to all students: 100, 102, 103, 104, 105, 204, 307, 407, 410, 411.

Textiles and Clothing

100—Art and Design. (3). Miss Chappell.

The aim of this course is to give some appreciation of the principles of design and color theory. Simple problems in design, color, and craft-work give opportunity for practical application of the principles studied.

101—Elementary Clothing. (3). Miss Chappell.

Fundamental principles of garment construction, with special attention to problems in fitting. Construction of undergarments and cotton or linen dresses. Study of sewing machine and of the use and alteration of commercial patterns.

Prerequisite: Home Economics 100.

102—Textiles. (3). Miss Chappell.

An intensive study of textiles, including the history, source, culture, and manufacture of the principal fibres; analysis of the weaves and the testing of various materials; identification of standard fabrics.

103—Short Course in Clothing. (1). Miss Chappell.

A study of the selection of fabrics for satisfactory service; rayon and other synthetic fibers; hosiery; children's self-help clothing; fire-proofing fabrics; protection against moths. No construction. No prerequisites. Not open to Home Economics majors or those who have had 101, 102, 300, 302, or 305.

300—Dressmaking I. (3). Miss Chappell.

Problems in construction of wool dress and tailored coat. Use and adaptation of commercial patterns.

Prerequisites: Home Economics 100, 101. One single and two double periods a week.

302—Dressmaking II. (3). Miss Chappell.

Problems in silk dress construction and pattern designing.

Prerequisites: Home Economics 100, 101, and preferably 300.

305—Children's Clothing. (3). Miss Chappell.

Selection, design, construction and care of clothing for various age groups.

Prerequisite: Home Economics 100, 101.

Foods and Nutrition

104—Short Course in Foods. (1). Miss Henderson.

A study of the selection of food. No prerequisites. Not open to Home Economics majors or those who have had 204 and 205.

204—Food Preparation and Selection. (3). Miss Henderson.

A study of the various common food materials as to composition, selection, cost, and the fundamental processes of cookery.

205—Home Cookery and Table Service. (3). Miss Henderson.

The planning, preparation, and serving of meals in the home.

Prerequisite: Home Economics 204.

206—Elementary Nutrition. (3). Miss Henderson.

A study of the nutritive value of food and of the factors influencing the body food requirements.

207—Nutrition for Men. (3) Miss Henderson.

304—Demonstration Cookery. (3). Miss Henderson.

A general survey of the principles of cookery, a study of food products as to use and marketing.

Prerequisite: Home Economics 204.

306—Nutrition. (3). Miss Henderson.

The nutritive requirements of the individual in childhood, adolescence and adult life; planning family dietaries.

Prerequisites: Health 100; Home Economics 204 and 206; Chemistry 204 and 205.

Home Administration

105—The Scope of Homemaking. (1). Misses Henderson and Chappell.

The aim of this course is to acquaint the student with the breadth of the field of Home Economics and the opportunities open to women therein. It is especially recommended to freshmen undecided as to a major.

301—House Furnishing. (3). Miss Chappell.

Brief study of most common types of domestic architecture and suitable styles of furniture for use with each. Principles of design and color theory applied to the house and its furnishings.

Prerequisite: Home Economics 100.

307—The House. (3). Miss Henderson.

Selection and cost of household equipment; financial problems of the family with emphasis on consumer education.

407—Home Management. (3). Miss Henderson.

A study of the home as a social and economic institution.

410—Child Development. (3). Miss Henderson.

The development of the infant and pre-school child, with emphasis on physical, social, emotional, and mental growth. Contact with children is provided through the lower grades in the Training School and in homes as much as possible.

411—Home Nursing. (3). Miss Chappell.

Home hygiene, simple home care of the sick and first aid. It is desirable that physiology precede this course.

LANGUAGES AND LITERATURE

**Miss Smith, Miss Mays, Mr. Brewington, Mrs. Hauser, Mr. McGoldrick,
Mrs. Heatherly, Miss Heiskell, Mrs. Cobb**

English

Note: English 100, 101, and 102 are required of all freshmen; English 200, 201, and 202 of all sophomores.

99—English Deficiencies. (No credit).

Students above the freshman level who, in either their oral or written discourse, show a noticeable deficiency in the use of the English language will be required to take this course until such deficiency has been removed.

100—English Fundamentals. (3).

Grammar and punctuation are carefully studied in this course, the object of which is to assure mastery of the sentence. Much corrective work will be done. A limited number of compositions will be written. Four book reports are required.

101—Rhetoric and Composition. (3).

The mastery of paragraph structure and the making of outlines for long themes are the objects of this course. The objectives are to be attained through the study of contemporary essays, and through weekly themes and conferences. Four book reports are required.

102—Rhetoric and Composition. (3).

This is a continuation of English 101 with emphasis on the long theme and different types of discourse, and with considerable attention to the methods of studying literature. Weekly themes and conferences and four book reports complete the requirements.

200—English Literature. (3).

A survey of the classics of English literature from the beginning to Wordsworth. Selections are studied in class, and the facts of literary history and biography are duly considered. Reports on outside reading are also required.

201—English Literature. (3).

Continuation of English 200—from Wordsworth to modern times.

202—American Literature. (3).

Designed to acquaint the student with the best of American Literature, the procedure being the same as in English 200.

205—Literature in the Elementary Grades. (3).

Materials and methods in children's literature; an historical survey of literature for children from earliest times to the present, in poetry and prose; critical evaluation of recent children's books; the educational value of literature for the development of wholesome attitudes is emphasized.

220—The Teaching of English Grammar. (3).

A library course in the teaching of elementary and high school grammar.

300—Modern Drama. (3).

Thirty-five modern plays will be read and discussed from the standpoint of interpretation and structure.

301—Short Story. (3).

A critical study of forty short stories. Each student will be required to write two short stories.

302—Shakespeare's Plays. (3).

A study of four of Shakespeare's plays from the viewpoint of the high school teacher, with special consideration of the Shakespearean vocabulary, plot, and characterization.

303—Advanced Composition. (3).

A practical course in writing prose. Open only to students who are proficient in the fundamentals of writing.

305—Nineteenth Century American Prose. (3).

An intensive study of selected American prose writers of the nineteenth century.

306—Nineteenth Century American Poetry. (3).

An intensive study of the major American poets of the nineteenth century.

310—Tennyson and Browning. (3).

An intensive study of selected poems of different types produced by each poet. Their philosophy and religion will be considered, as well as their connection with forerunners and successors.

311—The Poetry of Milton. (3).

A study of the poetry of Milton.

312—Study and Writing of the One-Act Play. (3).

A critical study of thirty one-act plays. Each student will be required to write two one-act plays, which may be tested by production in the laboratory theatre.

400—Development of the Novel. (3).

Eight novels, representing different periods and movements, will be studied.

402—British Essayists of the Nineteenth Century. (3).

Some consideration will be given to the development of the essay as a literary form, but the principal interest of the course lies in an intensive study of the style, philosophy and influence of the major English essayists of the century.

403—Shakespeare's Plays. (3).

Twelve of Shakespeare's plays will be studied, with special attention to the development of the poet's style and his achievement as a dramatist.

405—Development of the Drama in England. (3).

The drama will be studied with reference to the various influences to which it has been subjected from the beginnings in the Miracle and Morality plays through the Elizabethan and Jacobean periods.

406—Romantic Poets of the Nineteenth Century. (3).

A careful study will be made of the great British poets who flourished between 1798 and 1832. The beginnings of the Romantic movement in the previous century and their continuation in the great poets of the period will be noted.

407—The Victorian Poets. (3).

The major British poets (exclusive of Browning and Tennyson) who flourished between 1832 and 1900 will be studied.

411—Poetry of Chaucer. (3).

As many of the Canterbury Tales as possible will be read and discussed in class.

420—Modern Fiction. (3).

The representative works of leading recent and contemporary novelists will be read. Schools and tendencies will be carefully studied.

421—Modern Poetry. (3).

Much reading will be required in the work of recent and contemporary English and American poets. Lectures will be given on movements and tendencies.

425—Teaching English Composition. (1 to 3).

The grading and correcting of themes are the objects of this course. Students are required to master handbooks and other English aids, to write themes, to read widely for the purpose of securing a variety of suitable material for themes, and to correct the themes of other students. The course may be taken for credit three quarters.

450—Goethe's Faust in English. (3).

An intensive study of an English translation of Faust, will be made. Other important works of Goethe will be read out of class and his philosophy and influence will be considered.

451—The Divine Comedy of Dante. (3).

The Divine Comedy will be read in English translation. Reports and lectures on the literary, philosophical, and historical backgrounds of Dante will constitute a part of the class work.

Speech

212—The Fundamentals of Speech. (3).

This is a course in oral English based on the students' need for speech consciousness. The objective of the course is to give the student a knowledge of the speech mechanism, a training in good vocal quality and the social standards of spoken English. Though it presents the theory, it also emphasizes the practice of good speaking by providing experience in the preparation and delivery of extempore speeches and in oral reading.

213—Dramatics. (3).

An introduction to the study of dramatics. A consideration of the methods of dramatic production. A study of stage setting, lighting, make-up, etc. A laboratory in producing plays. Three lectures and two laboratory periods a week.

214—Dramatics. (3).

Continuation of 213.

215—Dramatic Production. (1).

This course may be taken for credit three times.

221—Debating. (3).

A study of the principles of debating. Analysis of the propositions for annual intercollegiate debates, with special emphasis on briefing and delivery.

222—Practical Debating. (1).

Preparation of, and participation in, intramural and intercollegiate debates. This course may be taken for credit three times.

Library Science

Use of the Library. (1).

This course is planned to meet the needs for instruction in the use and management of small libraries. It consists of lectures on cataloguing and classification, reference work and compilation of bibliographies. Practical application of the material covered is required of the student. The routine of library management is thoroughly discussed.

French

100, 101, 102—First Year French. (3, each quarter).

Pronunciation, grammar, content reading.

Open to students who have had no French.

200, 201, 202—Second Year French. (3, each quarter).

Vocabulary building, content reading.

300, 301, 302—Masterpieces of French Literature. (3, each quarter).

303, 304, 305—Modern French Drama. (3, each quarter).

400, 401, 402—French Drama. (3, each quarter).

403, 404, 405—French Novel. (3, each quarter).

406, 407, 408—Survey of French Literature. (3, each quarter).

Latin

Latin is taught as a language and literature valuable in itself as a means of the best intellectual and cultural training; as a means of learning English; as the chief source of technical terms used in the sciences and the law; and as the key to general knowledge.

The Johnson Memorial Library, with its several hundred volumes in Roman antiquities and Latin literature, offers splendid advantages to the student preparing to be a Latin teacher. Supplementary work in this library is a part of the required curriculum.

Much pleasure and profitable work are found in the activities of the department through the Latin Club. Classic plays are given by the club each year, the costuming and staging of pageants being done by the students. The several classes in the department take charge of the bi-weekly programs and the annual Latin tournament and banquet.

Courses 110, 304, 403, 404 are given in English and are open to students who have had no Latin.

100—Cicero's Orations Against Catiline; Latin Prose Composition. (3).

101—Advanced Latin Grammar and Composition. (3).

This course will include the orderly presentation of the essential facts of the grammar, the translation of connected English into idiomatic Latin, and the study of the style and structure of Latin discourse.

102—Cicero Pro Marcello, Pro Archia, Pro Lege Manilia. (3).

103—Vergil's Aeneid, three books. (3).

110—Greek and Roman Mythology. (3).

Lectures, library assignments, scrap-book work, dramatization. Course given in English. Open to students not taking Latin.

Latin 112—Survey course in Roman literature. (3).

This course will be based on translations of the Latin classics. It is designed to give the students a knowledge of the history of Latin literature, and an understanding of Latin Masterpieces in relation to Roman Life and European literature.

120—Ovid—Selections from Metamorphoses, Fasti, Tristia. (3).

121—Livy—Parts of Books XXI-XXII. (3).

A study of Livy's style and peculiar treatment of a narrative as a historian.

122—Cicero's Essays. De Amicitia. De Senectute. (3).

200—Pliny's Letters. (3).

201—Plautus' Captivi, with a study of Roman Comedy, its relation to Greek and to modern comedy. (3).

202—Vergil. Books VI-XXI of Aeneid. (3).

203—Advanced Latin Grammar and Composition. (3).

A continuation of Latin 101.

300—Horace's Odes and Epodes. (3).

301—Tacitus' *Agricola*. (3).

302—Cicero's Letters. (3).

303—Terence's *Phormio*, with attention to Roman manners, and to structure of Roman comedy. (3).

304—Roman Public and Private Life. (3).

An outline of Roman history in Later Republic and in the Augustan Age, giving the setting for careers of prominent Romans. The course is designed as a background for all courses in Roman literature, and is open to students who have had no Latin.

400—Catullus, with attention to the development of the Latin lyric. (3).

401—Teaching Caesar. (3).

This is a course for the organization of the vocabulary and syntax of Caesar; the geography and history connected with the Gallic war; a type study of the Battle of Alesia; of the material selected for reading in the second year of high school. In this course the students are required to read widely in the writings of Caesar and to become familiar with his career.

403—Martial's Epigrams. (3).

The topics will consist of such points as the meters and variety of poetic form in the epigrams of Martial's satire; the pithy style, and his illustration of life at Rome.

404—Greek and Roman Art. (3).

This course will enable the Latin teachers to know and make available to students a large body of material in foreign and American museums.

405—Advanced Horace. (3).

Roman life in the time of Horace will be studied through his writings and those of his contemporaries. A careful study will be made of the *De Arte Poetica*.

408—The Mediterranean World. (3).

This course is a survey of the historical civilization, with special emphasis for Latin teachers.

Students who major in Latin are required to take thirty-six quarter hours of Latin, twenty-seven of which must be in the Latin language and eighteen hours of which must be chosen from courses numbered from 200 or above. A group major may consist of twenty-seven hours in Latin and nine in French or Spanish. In this combination, eighteen hours must be from courses in Latin numbered 200 or above.

Spanish

106, 107, 108—First Year Spanish. (3, each quarter).

Pronunciation, grammar, content reading.

Open to students who have had no Spanish.

206, 207, 208—Second Year Spanish. (3, each quarter).

Vocabulary building, content reading.

Prerequisite: Two years of Spanish in high school or one year in college.

306, 307, 308—Masterpieces of Spanish Literature. (3, each quarter).

A survey course. Content reading, advanced composition, conversation. Prerequisite: two years of college Spanish or equivalent.

310—Commercial Spanish. (3).

320, 321, 322—Spanish Classics in English. (1, each quarter).

409, 410, 411—Spanish Drama. (3, each quarter).

412, 413, 414—Spanish Novel. (3, each quarter).

415, 416, 417—Survey of Spanish Literature. (3, each quarter).

NOTE—Credit in French and Spanish toward a degree will not be allowed for less than one year's work.

MATHEMATICS

Mr. Locke, Mr. Stout

Students who major in mathematics are required to take thirty-six quarter hours in mathematics, at least twenty-four of which must be chosen from courses numbered 200 or above. Those planning to major in mathematics should consult the head of the department not later than the beginning of their junior year and preferably earlier.

100—Solid Geometry. (4).

Open only to those who do not offer solid geometry for entrance. Lines and planes; polyhedrons; cylinders and cones; the sphere. Prerequisite: One unit in high school algebra and one unit in plane geometry. Not offered every year.

101—College Algebra. (3).

Review of the fundamental operations; factoring and fractions; exponents and radicals; functions and graphs; equations and systems of equations both linear and quadratic. Prerequisite: At least one unit in high school algebra. Students beginning college mathematics should in general make this their first course.

101a—College Algebra. (3).

Continuation of 101. Progressions; binomial theorem; complex numbers; logarithms; determinants; permutations and combinations, theory of equations. Prerequisite: Mathematics 101 or two units in high school algebra.

102—Trigonometry. (3).

Definitions and analysis of trigonometric functions; identities; solutions of right and oblique triangles; inverse functions, trigonometric equations. Prerequisite: Mathematics 101 or its equivalent and preferably Mathematics 101a.

200—Plane Analytic Geometry. (3).

Cartesian co-ordinates; relation of curve and equation; the straight line; the circle; introduction to conics. Prerequisite: Mathematics 101a and 102 or their equivalent.

201—Plane Analytic Geometry. (3).

Continuation of 200. The conics continued; transformations of coordinates; tangents; polar coordinates; parametric equations. Prerequisite: Mathematics 200 or its equivalent.

202—Solid Analytic Geometry. (3).

Cartesian coordinates in space; the plane; the straight line; quadric surfaces. Prerequisite: Mathematics 200 and 201, or their equivalent.

300—Differential Calculus. (3).

Introduction to limits; fundamental differentiations; maxima and minima; applications to geometry; rates. Prerequisite: Mathematics 200 and 201 or their equivalent and preferably 202.

301—Calculus. (3).

Continuation of 300. Partial derivatives; law of the mean; indeterminate forms; infinite series; differentials; forms of integration. Prerequisite: Mathematics 300.

302—Integral Calculus. (3).

Continuation of 301. Form of integration continued; the definite integral; successive integration; applications of integration. Prerequisite: Mathematics 300 and 301.

400—Differential Equations. (3).

Formation of differential equations; equations of the first order; applications; singular solutions; total differential equations; linear equations with constant coefficients. Prerequisite: Mathematics 300, 301 and 302 or their equivalent.

401—Differential Equations. (3).

Continuation of 400. Linear differential equations of second order; equations of higher order; systems of simultaneous equations; integration in series; partial differential equations. Prerequisite: Mathematics 400.

402—Differential Equations. (3).

Continuation of 401. Partial differential equations continued; applications of differential equations. Prerequisite: Mathematics 400 and 401.

THE SCIENCES

**Mr. Hayden, Mr. Moore, Mr. Freeman, Mr. Moose, Mr. Newport,
Mr. Snyder**

Biology

100—Nature Study. (3).

A course to encourage an interest in living things in relation to their environment, to develop the observational powers of the student, and to discover the aesthetic and cultural values of Nature Study in the grades. Two hours lecture and two hours field or laboratory work each week.

103—General Biology. (Plant Biology). (4).

A survey course designed to introduce students to fundamental biological principles and processes studied from the standpoint of

natural history, identification characteristics, physiological functions, adaptation, interrelationships, and economic importance. Three lectures and two laboratory hours each week.

105—Zoology. (4).

A continuation of Biology 103 in which the same plan of study is applied to invertebrate animals exclusive of Arthropoda. Three lectures and two laboratory hours each week.

106—Zoology. (4).

A continuation of Biology 105 in which the same plan of study is applied to the Arthropoda and to selected types of vertebrate animals. Three lectures and two laboratory hours each week.

200—General Botany. (4).

The structure and physiology of the higher seed plants will be studied. Two lectures and four hours laboratory each week.

201—General Botany. (4).

The morphology and classification of the lower plant forms, especially the algae, the fungi and the mosses. Two hours lecture and four hours laboratory each week. Prerequisite: Biology 200.

202—General Botany. (4).

A continuation of 201, dealing especially with ferns and gymnosperms, also the geographical distribution and general ecological relations of plants. Two hours lecture and four hours laboratory each week.

203—Field Botany. (4).

A study of the families of spring flowers, the collection, naming and mounting of representative specimens. This course may be taken in the spring quarter of the freshman year. Three hours lecture and two hours laboratory each quarter.

211—Entomology. (4).

An introductory course in which emphasis is placed upon insects of economic importance. A representative mounted collection of local insects is required. Two lectures and four hours of laboratory each week.

220—Fruit Growing. (3).

A study of the principles of fruit growing, with special emphasis on the production of fruit for home consumption. Fruits regularly grown in home orchards of West Tennessee will be considered but emphasis will be placed upon apples, peaches, and small fruits.

230—Comparative Anatomy of Vertebrates. (4).

A comparative study of the organs and systems of selected forms of vertebrates. Two lectures and two laboratory periods a week. Prerequisite: Biology 105 and 106.

231—Comparative Anatomy of Vertebrates. (4).

Continuation of Biology 230. Two lectures and two laboratory periods a week. Prerequisite: Biology 230.

232—Vertebrate Embryology. (4).

A consideration of the fundamentals in the development of selected vertebrate embryos from the fertilized egg cell. Prerequisite: Biology 230 and 231. Two lectures and four laboratory hours each week.

300—Genetics. (4).

The general principles of genetics are studied, but plant material mainly is used for demonstration. Three hours lecture and two hours laboratory each week. Prerequisite: twelve hours of Biology, including Biology 200 or 201.

302—Bacteriology. (4).

Microorganisms, especially bacteria, yeasts and molds, will be studied in their biologic and economic aspects. Open to juniors and seniors who have had Biology 201. Two hours lecture and four hours laboratory each week. Prerequisite: twelve hours of Chemistry.

310—Landscape Gardening. (3).

A study of landscape ornamental plants and planting plans.

315—History of Biology. (3).

The development of the biological sciences from early times and the influence of some of their contributions. Three lectures a week. Prerequisite: Twelve quarter hours credit in biological science.

320—Forestry. (3).

A study of trees in regard to their identification, strength and uses of wood, destructive agents, their requirements for growth, and their economic aspects. Two lectures and two laboratory hours each week.

340—Ornithology. (3).

A study of the habitats, migrations, nesting habits and the classification of birds. Field trips for recognition of the more common local birds will be organized as needed. Two lectures and two hours laboratory each week. Prerequisite: Twelve hours of biology including vertebrate zoology.

350—Plant Physiology. (4).

The functions of the morphological parts of plants and their reaction to their environment. Three lectures and two laboratory hours each week. Prerequisite: Twelve hours in the biological sciences. Biology 200 and 201 are desirable.

351—Plant Physiology. (4).

A continuation of Biology 350. Three lectures and two laboratory hours each week. Prerequisite: Biology 350.

352—Ecology. (4).

A study of the interactions between organisms and their environment. Consideration is given to plant and animal societies that develop in response to their environmental factors. Three lectures and two laboratory hours each week. Part of the laboratory will be done as

field work. Prerequisite: Twelve hours in the biological sciences.

Note: Biology 350, 351 and 352 are offered in alternate years.

403—Plant Histology. (4).

A detailed study of plant tissues, and the killing, staining and mounting of sections to make permanent slides. Open to juniors and seniors who have had Biology 200 or 202. Two hours lecture and four hours laboratory each week.

404—Animal Histology. (4).

A detailed study of animal tissues, and making of permanent microscope slides. Open to juniors and seniors who have had eight hours of zoology. Two hours lecture and four hours laboratory each week.

Chemistry

100, 101, 102—General Chemistry. (4, each quarter).

A course open to all freshmen. Two sections, one for those who have had high school chemistry and one for those who have not had high school chemistry. Those who have not had high school chemistry attend three lectures a week. The credit is the same for both sections. These courses include a survey of the fundamental laws and principles of chemistry with their integration with other sciences. The last two months' laboratory in Chemistry 102 is elementary qualitative analysis. Two or three lectures and two laboratory periods a week.

200, 201, 202—Qualitative Analysis. (4, each quarter).

A comprehensive study of metal ions, alloys, ores, and minerals. Technique given from the micro-analysis standpoint. Ample problems are given to emphasize the theoretical background. Prerequisite: General chemistry, and a working knowledge of logarithms. Two lectures and two laboratory periods a week.

300, 301, 302—Organic Chemistry. (4, each quarter).

Lectures are devoted to the more important classes of organic compounds and their relationships. This course emphasizes the uses and reactions of many carbon compounds. Prerequisites: Chemistry 100, 101, 102. Two lectures and two laboratory periods a week.

310, 311, 312—Physical Chemistry. (4, each quarter).

Theory and laws with laboratory and many problems to illustrate them. Prerequisite: college algebra. A knowledge of calculus is desirable. Two lectures and two laboratory periods a week. Offered every other year.

400, 401, 402—Quantitative Analysis. (4, each quarter).

Quantitative Analysis. A course in volumetric and gravimetric analysis. Calibration of apparatus and weights first taken up. A thorough drill in solubility product principle, oxidation, and reduction reactions. Prerequisites: College algebra and qualitative analysis. Two lectures and two laboratory periods a week. Offered every other year.

Physics

200—Mechanics. (4).

A thorough discussion of the fundamental laws of mechanics. The applications of these laws are stressed in numerous problems and experiments. It is strongly recommended that college algebra and trigonometry be taken previously. Two lectures and two laboratory periods per week.

201—Heat and Light. (4).

Continuation of Physics 200. Theories as to the nature of heat and light. Laws and principles of heat and light, with problems and experiments to demonstrate these laws and principles. Two lectures and two laboratory periods per week.

202—Sound, Magnetism and Electricity. (4).

A discussion of the fundamental laws of sound, musical instruments and other vibrating sources; magnetism, electrostatics and current electricity. Two lectures and two laboratory periods per week.

300—Advanced Mechanics. (4).

Fundamental principles of statics, kinematics and dynamics. These principles are illustrated by numerous problems and experiments. Applications to the field of engineering are strongly stressed. Three lectures and one laboratory period per week. Prerequisite: Physics 100. Corequisite: Calculus.

301—Advanced Heat and Light. (4).

Modern theories of heat and light. Discussion of thermodynamics, meteorology, heat engines; reflection, refraction, diffraction, lighting. The practical application of these subjects and principles therein to the field of engineering. Three lectures and one laboratory period per week. Prerequisites: Physics 201 and Physics 300. Corequisite: Calculus.

302—Advanced Magnetism and Electricity. (4).

Basic principles and construction of direct current and alternating current generators and motors. The transmission of electrical power. Communication by telephone and radio. A study of the construction, principles and uses of x-ray tubes and photoelectric cells. Three lectures and one laboratory period per week. Prerequisite: Physics 202 and Physics 301. Corequisite: Calculus.

SOCIAL SCIENCE

Mr. Johnson, Mr. Parks, Mr. Jamerson, Mr. Snyder, Mr. Steere,
Mr. Brown, Mr. Mitchell, Mr. Molinski, Mr. McLean

Economics

130—Introductory Economics. (3).

The first three courses in economics constitute a one-year sequence and are designed especially for freshman students doing pre-pharmacy or pre-medical work, and for home economics majors. Their scope embraces the basic principles of economics and the nature and study of economic behavior.

Topics for study in the first course: Production, utilization, and exchange of wealth; money and banking; competition and prices.

131—Introductory Economics. (3).

Prerequisite: Economics 130.

Topics for study: The functions of land, labor, and capital, and the role of the enterpriser in the distribution of wealth and income; the structure of business organization; money and price levels; and monopolistic competition.

132—Introductory Economics. (3).

Prerequisites: Economics 130 and 131.

This course deals with the application of economic principles to current problems, particularly market tactics, fluctuation of trade, the expansion of capitalism, labor, agriculture, the consumer, public finance, and the increased interest of the government in business and social institutions.

330—Principles of Economics. (3).

This course introduces the student to certain established principles in the field of economics. It is designed to cover extensively the major aspects in production, distribution or marketing, and finance. In addition, a study is made of the causes of business fluctuations, pricing methods, and international trade.

331—Applied Economics. (3).

This course is based on the principles of economics, and an attempt is made to see how these principles work in actual practice. It also includes an impartial study of different comprehensive economic systems, such as liberalism, socialism, communism, and others.

332—Applied Economics. A continuation of 331. (3).

This course deals with the economic aspects of different forms of government financing, control of the business cycle, monopolistic practices, and other classical and current economic problems.

Geography

110—Introductory Geography: Human Adjustments to Environmental Factors. (3).

The first three courses in geography constitute a one-year sequence for students majoring in the subject as well as those majoring in other fields. Their scope embraces a descriptive and analytical survey of man's occupancy and use of the earth, particularly his leading activities and basic interrelations as they concern the various phenomena of the natural environment. Lectures will be supplemented by field trips, laboratory assignments, and lantern slides.

Topics for study in the first course: A survey of the factors of our natural environment. Man's relation to the thirteen types of climate, to vegetation belts, to land forms, to soils, and to the hydrographic factors.

111—Introductory Geography: Economic Activities. (3).

Prerequisite: Geography 110.

A study of world patterns embracing the thirteen agricultural regions, the six fishing regions, and the forest regions of the world.

- 112—Introductory Geography: Economic and Commercial Activities. (3).
Prerequisites: Geography 110 and 111.

The first part of the course deals with two more types of world patterns, namely, mining and manufacturing regions of the world. The second part deals with the trade regions, trade routes, and trade centers of the world.

- 210—Physiography. (4).

Prerequisite: One year of college geography.

A course of practical value to teachers of geography and other related sciences, consisting of a study of the land forms, their changes, and their relation to man.

Topics for study: Physiographic regions of the United States; relief features of the earth; changes of the earth's surface due to internal and external forces; life in mountains and plains; coast lines and harbors; materials of the earth and their influence on the distribution of population.

- 211—Climate and Man. (4).

Prerequisite: One year of college geography.

A course dealing with climate and climate factors and the relation of man to each.

Topics for study: Nature and composition of the atmosphere; temperature and temperature belts; high and low pressure belts; world winds and their causes; amount, distribution, and causes of rainfall; weather forecasting; life in the different heat zones and the density of population in each; effects of same on vegetation; waves, currents, and tides.

- 215—South America. (3).

Prerequisite: One year of college geography.

A study of the economic regions of the continent with special emphasis on Argentina, Brazil, and Chile. Trade relations will also be stressed.

Topics for study: Historical background and discovery, natural geographic regions, climatic conditions, development of the people; economic products by political divisions.

- 310—Tennessee. (3).

Prerequisites: Geography 210 and 211 or equivalents.

A classification of Tennessee into human-use regions by statistical method, and a descriptive and explanatory survey of land utilization in each region.

- 311—Anglo-America. (4).

*Prerequisites: Geography 210 and 211 or equivalents.

A study of the leading activities in each of the major geographic regions of the United States, Canada, and Alaska, covered from the point of view of the natural environmental complex. Inter-relations among regions will be stressed.

312—Historical Geography of the United States. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A study dealing with the geography of North America during certain selected phases of its development by the white man.

Topics for study: European background of American settlement; geographic aspects in the discovery, exploration, and colonization; the expansion of the American people across the continent, in the Pacific, and in the Gulf and Caribbean region; geographic aspects of coast lines and inland waterways; the part geography played in the Civil War; and geographic laws and their relation to cities and American destiny.

315—Conservation of Natural Resources. (3).

Current problems dealing with the conservation of soils, minerals, forests, waters, wild life, and the natural beauty of the earth.

316—The South. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A study of the geographic-economic aspects of the South with special emphasis on the relation of the various cultural phenomena to the complex of the natural environment.

Topics for study: The population pattern, transportation facilities, agriculture, basic raw materials, power resources, manufacturing, and urbanization in the South.

410—Western Europe. (3).

*Prerequisite: Geography 210 and 211 or equivalents.

A course dealing with the relationships between the people of a particular region and their natural environment, the interrelations among unit areas; and the geographic aspects of European participation in world affairs.

Topics for study: A brief survey of the continent. England; north-eastern metallurgical area, northwest industrial area, Sheffield and Birmingham areas, the woolen and cotton districts, agricultural England, greater London. The central valley of Scotland, southern Wales, and Ireland. France: Paris and the Paris Basin, the Vosges, Alsace-Lorraine, the Rhone-Saone valley, the Mediterranean region, the basin of Aquitaine, the central plateau, and the Armorican peninsula.

411—Central and Eastern Europe. (3).

*This course is a continuation of Geography 410.

Topics for study: Belgium, Holland, Denmark, Scandinavia, and Finland. Germany: North German plain, central highlands, middle Rhine plain, Main and Neckar area, Black Forest and Bavaria. Russia, new Baltic states, Poland, Rumania, Carpathian lands, middle Danube plain, the Alpine region. The Balkan, Italian, and Iberian peninsulas.

412—Asia. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A rather detailed study of the geographic regions of India, China, and Japan, and a brief survey of the other regions of the continent.

Emphasis is placed on the cultural and natural features which in association characterize each region, comparison of regions and the utilization of land and resources of each, and personal achievement in regional technique.

415—Field Work and Cartography. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A course dealing with the observation, recognition, representations and analysis of geographic phenomena both cultural and natural. This course is required of all students majoring in the department.

*These prerequisites may be waived for a student majoring in history and taking only a second minor in geography.

History

101—Survey of European Civilization from the First Century A. D. to 1500. (3).

The break-up of the Roman Empire and the barbarian invasions. The rise and spread of the Christian church. The Byzantine Empire. Mohammed and the expansion of the Mohammedan Empire. Feudalism and the founding of the feudal kingdoms. Struggles between the Empire and the Papacy. The Crusades. Development of the monarchies in France and in England and the Hundred Years War. The life of the people. Rise of the middle class and growth of the towns. The Renaissance.

102—Survey of European Civilization from 1500 to 1815. (3).

The Reformation and the disruption of the universal church. Founding of the Protestant churches and Counter Reformation. The Age of Charles V and the Age of Philip II. Establishment of absolutism in France from Henry IV to Louis XIV. Development of the British monarchy from Elizabeth to George III. Decline of the Hapsburg Empire and the rise of Prussia. Russia from the breaking of the Mongol domination through the reign of Catherine the Great. Government and society under the Old Regime in France. The French Revolution and Napoleon. The Congress of Vienna.

103—Survey of European Civilization from 1815 to the Present. (3).

Post Revolutionary Europe and the era of reaction under Metternich. The break-up of the Metternich System and the movements for unification in Prussia and in Italy. The Industrial Revolution and the triumph of the bourgeois in government. Great Britain, France, Germany, Russia, and the lesser states of Europe in the nineteenth century. Imperialism and the rivalry of the great powers. The World War and the peace treaties. Post war developments in Britain, France, Russia, Italy, and Germany.

200—United States to 1800. (3).

This course is the first of a series of three which present a survey of United States history from the period of discovery to the present. Following a brief survey of European conditions at the time of Columbus, attention will be given to the exploration and settlement of North America. Colonial development, political, economic, and social, will be stressed. Major attention will be given to the expulsion of the French, the British colonial policy, the American Revolution, the formation of

the Articles of Confederation and the Constitution, and the launching of the new government. This course ends with the election of Jefferson.

201—United States from 1800 to 1868. (3).

A continuation of History 200. A survey of the War of 1812 and its background will be followed with a study of the period of nationalism, the rise of Jacksonian democracy, sectional conflict, and the Civil War and reconstruction.

202—United States from 1868 to the Present. (3).

A continuation of History 201. Special attention will be given such topics as the tariff, the greenback and silver questions, agrarian discontent, rise of big business, and government efforts to control business and commerce. The wars and their background will be briefly surveyed and the liberal movements including the New Deal will be discussed.

301—The French Revolution and Napoleon, 1789-1815. (3).

The Old Regime in France and underlying causes of the Revolution. The French Revolution, the Era of Napoleon and the Congress of Vienna.

302—European History, 1815 to background of the World War. (3).

Europe under the Metternich System. The revolutionary period and the struggle for democracy and nationalism in Italy and Germany culminating in the unification of Italy and the emergence of the German Empire. England, France, Germany, Austria, Russia, and the small states of Europe during the nineteenth century. The Near East. The dismemberment of the Ottoman Empire. Economic and social developments of the period.

303—European History, Background of World War to the Present. (3).

The rise of modern economic imperialism and the growth of international rivalry that led to the World War. The World War, the Peace Conference, the League of Nations, the search for security and disarmament. Problems of post-war England and France. The rise of dictatorships in Russia, Germany, and Italy. Present day events in Europe.

305—American Foreign Policy to 1865. (3).

Prerequisite: History 200, 201, 202.

A course designed to present the foreign policy of the United States beginning with the first American alliance with France in 1778 and including a diplomatic treatment of the part played by commercialism, expansion, and sectionalism in the shaping of the American foreign policy through the post-bellum diplomacy of 1865.

Topics: The French alliance, the Peace of Paris, the rise of American commerce, old world commercial restrictions, the struggle for neutral rights in 1812, the Monroe Doctrine, Jackson's foreign policy, expansion into Oregon and Texas, the diplomacy of the Mexican War, the opening of China and Japan, diplomacy of the Civil War including the French occupation of Mexico and Seward's post-bellum diplomacy.

306—American Foreign Policy Since 1865. (3).

Prerequisite: History 200, 201, 202.

A continuation of History 305 dealing with the following topics: The settlement of the "Alabama" claims; fisheries, the seal trade, and the Alaskan boundary; expansion in the Caribbean and Pacific including the reassertion of the Monroe Doctrine, the war with Spain, the Panama Canal, and politics in the Pacific; intervention in Europe including American failure at neutrality; Wilson and the World War, America and the League of Nations; Pan Americanism, the Washington Conference and Disarmament, the Sino-Japanese conflict, war debts and reparations; and the breakdown of American isolation.

307—The Ancient Empires and Greece. (3).

The civilization of the ancient Near East. Rise of the Greek City States. The Persian Wars. The culture of Hellas. The Macedonian Empire and Alexander the Great. Hellenistic civilization.

308—Rome and the West. (3).

The western Mediterranean World and the Roman conquest of Italy. The rise and extinction of the Roman Republic. The Roman Empire, its decline and survival.

309—Tennessee. (3).

Prerequisite: History 200, 201, 202.

The early development of the Old Southwest will be briefly surveyed. The emphasis will be placed upon the political, economic, and social development of Tennessee from 1796 to the present. Such topics as public lands, the Indian question, internal improvements, educational developments, and Tennessee's contribution to national life will be stressed.

400—The Colonial Period. (3).

Prerequisite: History, 200, 201, 202.

An intensive study of the Old World background to American history followed by a detailed study of the settlement and development of each individual English colony. Much attention will be given economic and social life—population and labor, agriculture and land tenure, industry, trade and transportation, imperial supervision, the colonial church and religion, manners and customs.

401—The Constitutional Period. (3).

Prerequisite: History 200, 201, 202.

An intensive study of the forces, persons, and ideals that entered into the drafting and ratification of the Constitution. Source materials will be investigated and reports required.

402—The Jackson Period. (3).

Prerequisite: History 200, 201, 202.

A topical study of the Jackson era. Nullification, the Bank struggle, the tariff, the surplus, the public land policies, internal improvements, and party politics will be studied in detail. Each student will be required to prepare a finished paper on some phase of these more important topics.

404—Social and Economic History of the South. (3).

Prerequisite: History, 200, 201, 202.

A study of the history and institutions of the South before the War Between the States, and a comparison of these institutions with the institutions of the present day. Emphasis will be placed on the economic and social life of the people.

Political Science

240—National Government. (4).

A survey of the United States government under the Articles of Confederation followed by a rather intensive study of the government under the Constitution. The organization and functions of the departments of the government will be stressed. Some attention will also be given to such topics as citizenship, suffrage, and elections.

241—State and Local Government. (3).

A study of state, county, and city government in the United States with special reference to Tennessee. State constitutions and governmental structure will be given detailed examination. Modern trends in both state and local government will be stressed. Special emphasis will be placed upon problems of Tennessee government.

242—Political Parties. (3).

Prerequisite: History 200, 201, 202. History 202 may be taken concurrently.

After a rapid survey of the development and contributions of American political parties, an intensive study will be made of such topics as party organization, nomination methods, campaign methods, ballots and voting, and party machines and political bosses.

340—Governments of Europe: The Democracies. (3).

Prerequisite: History 103 or History 302 and 303.

The first twenty-four meetings will be devoted to a study of the development of parliamentary government in Great Britain. Stress will be placed upon the nature and development of the Constitution, the position of the crown, the growth of democracy, and the decline of the powers of the King and Lords. The present structure and functioning of the government will be studied in detail.

The remaining twelve meetings will be devoted to a study of the government of France. The various governments from the French Revolution to the Third Republic will be rapidly surveyed. Major stress will be placed upon the government under the Third Republic. The constitution and the structure and functioning of the government will be studied in detail.

343—International Organization. (3).

Prerequisite: Junior or senior standing and at least 18 hours of history.

A survey of the development of international co-operation and machinery for the prevention of war. Attention will be given to such topics as diplomatic methods, international conferences, treaty making, international law, international adjudication, and international federation.

Sociology

221—Principles of Sociology. (3).

Prerequisite: One quarter of general psychology.

A study of the effect of environment on society; social problems growing out of group organizations; social conflicts and their causes; the evolution of folkways, customs and mores and their effect on social behavior.

222—Rural Sociology. (3).

Prerequisite: One quarter of general psychology.

Origins and development of rural society; economic and social phases of rural society in relation to the rural family, school, church and community; problems of rural health and recreation.

320—Social Psychology. (3).

Prerequisite: One quarter of general psychology.

A study of social influences on human behavior; how cultural determination of values affects behavior; the psychology of various fundamental social values in their relation to development of human nature.

321—Criminology. (3).

Prerequisite: Sociology 221 or 222.

The nature, types and distribution of crime; causes of criminal behavior; the machinery of justice; types of treatment; recidivism; rehabilitation of criminals; crime prevention programs.

HONOR ROLLS FOR THE SPRING QUARTER, 1941, AND THE FALL AND WINTER QUARTERS, 1941-42

SPRING QUARTER 1941

Bellott, Arthur Lawrence	Crawley, Charles
Garner, Thomas E.	Northern, Dorothy Jean
Whittington, Earle Ligon, Jr.	Page, Dorothy
Carroll, Mary Maxine	Pinkston, Estelle
Bass, Helen Ruth	Smith, Dale Hancock
Lambert, Ray	Young, Thomas
Anderson, Dorothy	Harmon, Geraldine
Freeman, Solon Gibson	Shechtman, Rose
Shaffer, Jack Graves	Hall, James Wilson
Sigman, Mary Sidney	Hoffman, Walter
York, Rosemary	Miller, Betty
Lisman, Margaret	Cara, Joseph
Collinsworth, Margaret	Epstein, Isadore
Harbour, Alma Grace	Holloway, Mary Frances
Horton, Robert Leslie	Rice, Earline
McComas, Clarence Lloyd	Rosenberg, Jo Ann
Moore, Geneva	Rowland, Marjorie
Torti, Polly Jean	Stevens, Catherine
Alexander, LeBron	York, Philip
Bowman, Virginia	Miles, Eloise
Camp, Billie Irene	Adams, Jane Chilton
Garner, Elizabeth	Alexander, Mary
Gillham, Mary	Clark, Robert Carl
Hatley, Landon	Collins, Mary Evelyn
Hindman, Robert	Duncan, Mildred Anne
Johnson, James Paul	Frisen, Al
Luton, Edgar Frank	Hill, Sallie
Miller, Peggy	Hillstrom, Mary
McCoy, Mauvaleen	Ingram, David
Richardson, Jasper	Massey, Irene
Hanna, Eva Maxine	McKissack, Karah
Highfill, Barbara	Nesbitt, Natalie
Torti, Alice	Schmittou, Katherine
Craddock, William	White, Elijah

Names appear in order of rank in honor points and alphabetically
in case of a tie.

HONOR ROLL**FALL QUARTER 1941**

Alexander, Mary Clarentine	Adams, Jane Chilton
Rosenberg, Jo Ann	Irby, Ruth
Bass, Helen Ruth	Stephens, Gwendolyn
Browder, Juanita	White, Benjamin Franklin
Collinsworth, Margaret	Beaver, Mary Glenn
Faulkner, Zelma	Cara, Joe
McKissack, Karah Collinsworth	Hurst, Helen Juanita
Shinault, Edith Layne	Moore, S. Geneva
Stevens, Catherine	Nelson, Tommy
Massey, Irene	Nolen, Claude Hunter
Dickinson, Jean	Griesbeck, Margaret
Rothstein, Harriette	Horton, Robert Leslie
Stewart, Ann	Ingram, David Max
Boddie, Charles Bruce	McKibben, Clarice
Featherston, William Baker	Prescott, Grace
Harbour, Alma Grace	Ingram, Martha Lou
Holladay, Clayton Basil	Barnes, James Alva
Johnson, James Paul	Catledge, Margaret
Lott, James Gordon	Easterwood, Marie
Marks, Daniel Rayford	Ely, Bruce
Gandy, Elba	Godwin, Mrs. Thelma
Harris, Neil	Griffin, Lillian
Lucas, Billie Ray	Keaton, Roberta Eloise
Somervill, Mary Carolyn	Olswanger, Berl
Young, Thomas Richard	Parkinson, Hazel Hood
Alexander, Bobbie Sue	Schwerin, Catherine
Bowman, Virginia	Shankman, Sylvia
Luchtemeyer, Betty Jean	Shechtman, Rose
	Torti, Polly Jean

HONOR ROLL**WINTER QUARTER 1942**

Olswanger, Berl	Stratmann, Ruth Suzanne
Bass, Helen Ruth	Ward, Marie Patchell
Browder, Juanita	Featherston, William Baker
Phillips, Jane-Chilton Adams	Greer, Irma Ileen
Stewart, Ann	Cara, Joe
Lott, James Gordon	Giles, Mary Angelyn
Alexander, Mary Clarentine	Lipscomb, Suzanne
Boyette, Wilma Jean	Massey, Irene
Collingsworth, Margaret	Prescott, Grace Elizabeth
Eason, J. L.	Simonton, Ralph
McKissack, Karah	Alexander, Bobbie Sue
Holladay, Clayton Basil	Boddie, Charles Bruce
Beaver, Mary Glynn	Cour, Judy
Harbour, Alma Grace	Holladay, Jim
Marks, Daniel	Hurst, Helen Juanita
Rosenberg, Jo Ann	Ingram, Mary Lou
Torti, Polly Jean	Richardson, Reba
Somervill, Mary Carolyn	Billings, Mary Antoinette
Stevens, Catherine	Clark, Margaretta
Lisman, Margaret	Gandy, Elba
Bowlent, Aida Clarice	Haynes, Dewey Clifton
Clark, Robert Carl	Hurat, Alma Evelyn
Moore, Sadie Geneva	Irby, Ruth
Nelson, Tommy	Scott, Mary Louise
Nolen, Claude Hunter	Stone, John Homer
Rothstein, Harriette	

GRADUATES, JUNE, 1941

Akers, Jean Cox	Koelz, Mary Jane
Bellott, Arthur Lawrence, Jr.	Lambert, Raymond Linwood
Brasher, Mattie	Lines, Frederic Harry
Burns, Jerry Lee	Lumm, George William
Caldwell, Bonnie Lucille	Matthews, Robert Carson
Calhoun, Andrew Melvin	McGinnis, William Alexander
Carroll, Mary Maxine	Merrill, Inez
Cherry, Cecil Haggard	Milton, Clifton Paris
Clark, Doris	Morris, Jane Ware
Coombs, Billie H.	Nesbitt, Marjorie Natalie
Corbett, William Earl	Norwood, Minnie Agnes
Cortese, Angelo Richard	Oakley, Genevieve
Crawford, James Taylor	O'Kelly, Dorothy
DePoyster, Grace Louonnie	Owen, Ray Shelton
Distretti, Theresa	Page, Dorothy Lillian
Dunavant, Buren	Perkins, Thomas Jackson
Duncan, Mildred Anne	Permenter, Lucille
Evans, Inez Virginia	Phillips, Adrienne Blanche
Fischer, Ruth Louise	Pinkston, Omer Estelle
Ford, Mary Ella	Rainey, Robert Hamric
France, Shirley	Reed, Hugh Edward
Freedman, Jacqueline	Scoggins, William Albert
Gandy, Frances Corrinne	Sechler, Marie Helen
Garner, Thomas Emmett	Shaffer, Jack Graves
Gilmer, William J.	Sharp, Theresa Madelyn
Goldstein, Mayer	Shelton, William Donnie
Gowen, Jane Coleman	Sigman, Mary Sidney
Gragg, Mrs. Mildred	Smith, Fransu
Gragg, Paley	Smith, Mary Virginia
Green, Thomas Adolphus	Torti, Alice Glidewell
Harris, Mildred Dulcie	Tucker, Vivian Marie
Haynes, Albert Ford	Turner, Margaret Lois
Highfill, Barbara Vesta	Vineyard, Lina Louise
Hillstrom, Mary	Watson, Samuel Martin
Hindsman, Sam Felix	Whitman, Alfred L.
Howard, Abbie Lee	Whittington, Earle Ligon, Jr.
Jackson, Austin Brooks	Williford, Margaret Emily
Johnson, Julie Allie	Wilson, Clyde William
Jones, Robert Eugene	Wynne, Clara
York, Rosemary Tyler	

GRADUATES, AUGUST, 1941

Bizzell, Dorothy Ellen	Littleton, Mark Harrison
Blackwell, Annie	Mallory, Emmagreen
Burch, Sarah Frances	McComas, Clarence Lloyd
Callis, Mary Eula	McCoy, Mauvaleen
Collins, Mary Evelyn	McDowell, Delene
Crenshaw, Mary Wilburn	Moore, William Frederick
Demetrio, Charles Raymond	Morelock, James Crutchfield
Dixon, Mary Blanche	Morris, Herbert H., Jr.
Dixon, Mrs. Oma Greene	Naylor, Walter Fentress
Ellis, Annie Faulk	Newton, Lillian Milner
Ellis, James F.	Olson, Grace Marie
Farino, Frank	Paseur, Evaline Estelle
Fielder, Mary Patience	Permenter, Faye Elizabeth
Figg, Wilfred Lincoln	Prichard, Vera Swaim
Freeman, Solon Gibson	Rives, Ruth Adell
Gillham, Mary	Roberts, Mary Loyalty
Givens, David Doyle	Rogers, Mary C.
Griffin, Elizabeth Yancey	Rucker, Roy Maxwell
Griggs, Lyndall Holliday	Sankstone, Maude Beatrice
Harrell, Robert Roy	Sawyer, Mrs. Ruby H.
Harris, Elnora Overton	Shelby, Stacie Louise
Hartness, Frances Rosalye	Stewart, Margaret Irma
Hill, Virginia Crawford	Tucker, Nolan Ennis
Kelly, Esther Holderman	Walker, Sarah Evelyn
Kitchell, Martha Lois	White, Charles Edward
Lazarov, Bess	Woods, Pearl Folsom
Lee, Icy Belle	Wooten, Margaret Frances

SUMMARY OF ENROLLMENT**COLLEGE**

Enrollment, Summer Quarter, 1941.....	542
Net Enrollment, Fall, Winter, Spring, 1941-42.....	1,155
Spring-Summer, 1942.....	40
TOTAL	1,737
Counted more than once.....	186
Net Enrollment	1,551
Enrollment Training School, 1941-42.....	597

